



February 21, 2018

To: M. Sherwood, Chairperson  
J. Emmett, Acting Chair

From: J. Gatrell, Provost

CC: M. Kattenbraker, AVP  
J. Lord, Dean

**RE: 2019 DAC Revisions**

I am writing to thank the department for submitting 2019 revisions to the Departmental Application of Criteria. As required by the EIU-UPI agreement, I have reviewed the materials and am pleased to accept the revisions.

While the DACS have been accepted, I do encourage the faculty to more fully differentiate between the categories of "Significant" and "Superior" in the Research and Creative Activity criteria. Specifically, I would suggest the department prioritize peer reviewed contributions as Items 1-5, as well as Item 13, under Section III.C may not necessarily align with the definition of "peer review." As such, it may be possible to elaborate on these items for the purpose of clarity and consistency with peer departments. Having said that, I applaud the department's clear and convincing criteria in the areas of Teaching and Service. Indeed, the teaching expectations evidence a commitment to excellence in the classroom.

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**Guiding Principles**

1. Items contained under Categories of Materials and Activities and Methods of Evaluation to be used for evaluation in the Departmental Evaluation Criteria shall be considered illustrative and not exhaustive or conclusive.
2. Faculty may include additional items in any category at the level they deem appropriate.
3. Items within each level of Teaching/Performance of Primary Duties, Research/Creative Activity, and Service are NOT presented in priority order.
4. Research and Creative Activity and Service are considered of equal importance in the evaluation of faculty performance.
5. Quality of activities, as well as quantity, will be an important consideration. Documentation supporting the quality of activities may come from internal or external sources.
6. Primary duties other than teaching will be evaluated based on the goals and objectives for assigned responsibilities (e.g., graduate coordinator, laboratory coordinator).
7. Teaching load, including the number of courses taught per semester, number of students per course, diversity of course type and delivery, and undergraduate or graduate level shall be considered.
8. Professional development activities could include, but are not limited to, academic coursework, seminars, webinars, and workshops.
9. Select high impact learning activities are highlighted throughout the DAC. Documentation of other high impact learning experiences can be placed in the most applicable category and at the appropriate level.

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I. Methods of Evaluation

A. Duties of HSCL Personnel Committee

1. The HSCL Personnel Committee will review and discuss documentation as submitted by the faculty member of their performance in the following areas: teaching/performance of primary duties, research and creative activity, and service. Members of the HSCL Personnel Committee may request additional supportive materials and/or a conference to discuss materials with the faculty member.

B. Chair Evaluation

1. Once each evaluation period or once every two academic years (whichever is the shorter duration), the Chair will visit (face-to-face or virtually) a course of each faculty member. This visit will yield a signed, written evaluation, based on the approved University Chair Evaluation form, of the faculty member's teaching effectiveness.

C. Peer Evaluation

1. Once each evaluation period or once every two academic years (whichever is the shorter duration), a tenured peer will visit (face-to-face or virtually) a course of each faculty member. This visit will yield a signed, written evaluation, based on the approved University Peer Evaluation form, of the faculty member's teaching effectiveness.

D. Student Evaluations

1. All faculty will conduct student evaluations (in print or online) in both the fall and spring semesters, using the approved HSCL evaluation form, which includes the approved University core items.
2. Per the contract, all faculty are responsible for maintaining copies of all student evaluations to be used in evaluation portfolios and shall provide copies to evaluators upon request. Student evaluations should be kept for the duration of any applicable evaluation period.
3. The subjective comments expressed on the student evaluation forms shall be reviewed by the evaluator as a whole without any one item representing control over the results. All written comments must be included in the portfolio.
4. In assessing student evaluations, other criteria such as the level of the course, the size of the class, the elective or required status of the class, delivery method, and other considerations (suggested by review of representative course materials) will be taken into account.
5. At no time will the student evaluation be the sole or primary factor when assessing teaching performance.
6. Student evaluation forms used to rate the teaching performance of faculty will be assessed by the reviewer in terms of the ratings of all items, not on one item alone. At no time will a single numerical rating be used as the sole or primary factor when

7. Student evaluations will be administered by a faculty peer or graduate assistant in accordance with approved University policy.
  8. For those faculty requesting retention, promotion, tenure, and/or PAI, student evaluations submitted must be representative of the teaching assignment of the faculty member. A minimum of 20 student evaluations will be required for each academic year.
- E. Annually-contracted and adjunct faculty
1. Annually-contracted and adjunct faculty shall be evaluated using the HSCL Application of Criteria for the Teaching/Performance of Primary Duties criterion.
  2. The HSCL department recognizes that not all of the items listed in the levels of performance within the Teaching/Performance of Primary Duties are available to Unit B and adjunct faculty and this shall not have a negative impact on their evaluation.
  3. Unit B and adjunct faculty must include student evaluations of all courses taught (fall and spring, and summer, if taught), including all written comments.

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II. Teaching/Performance of Primary Duties

A. The **Satisfactory** level must include items 1-6 and may include, but is not limited to, items 7-9.

1. Receiving peer and Chair evaluation rating(s) of satisfactory as measured by HSCL evaluation instrument.
2. Receiving student evaluation rating(s) of satisfactory as measured by HSCL evaluation instrument, which includes the approved University core items.
3. Providing course syllabus, whether online or in print, for each course taught to include the following: approved course description, text(s), approved course objectives approved course outline, and methods of evaluation.
4. Providing examples of course assignments, activities, and examinations.
5. Demonstrating oral English proficiency as mandated by Illinois statute.
6. Posting and maintaining office hours according to contract.
7. Participating in professional development activities to enhance performance of teaching/primary duties.
8. Holding membership in professional organizations as related to the discipline.
9. Incorporating basic online/technological features, such as student grades, discussion boards, or social media, into courses.

B. The **Highly Effective** level assumes a satisfactory level of performance. The **Highly Effective** level must include items 1 and 2 and may include, but is not limited to, items 3-8.

1. Receiving peer and Chair evaluation rating(s) of highly effective as measured by HSCL evaluation instrument.
2. Receiving student evaluation rating(s) of highly effective as measured by HSCL evaluation instrument, which includes the approved University core items.
3. Providing course materials, supplemental instructional materials, and evidence of the use of a variety of teaching techniques (e.g., site tours, technological applications, guest speakers, service learning, other high-impact learning activities).
4. Providing the opportunity for students to engage with the community.
5. Participating in course proposal revisions which were approved by the necessary committees.
6. Participating in professional development activities to strengthen and/or acquire new teaching skills.
7. Maintaining professional certification (e.g., Certified Family Life Educator, Certified Family and Consumer Scientist).

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8. Teaching a new course (face-to-face or online) in its initial offering.

C. The **Superior** level assumes a highly effective level of performance.

The **Superior** level must include items 1 and 2 and may include, but is not limited to, items 3-8.

1. Receiving peer and Chair evaluation rating(s) of superior as measured by HSCL evaluation instrument.
2. Receiving student evaluation rating(s) of superior as measured by HSCL evaluation instrument, which includes the approved University core items.
3. Completing professional development activities (e.g., coursework, fellowship, internship, sabbatical) related to increasing teaching effectiveness/performance of primary duties.
4. Receiving teaching awards and/or recognition, such as a nomination for excellence in teaching/performance of primary duties.
5. Developing, implementing, or maintaining advanced technological applications to enhance learning (e.g., simulations, webcams, animations, extensive resource site).
6. Providing students the opportunity to plan and facilitate an activity with the community.
7. Developing program assessment activities and/or measures.
8. Developing new course proposals (face-to-face or online) or making major course revisions that were approved by the necessary committees.

III. Research and Creative Activity

A. The **Satisfactory** level assumes the inclusion of at least one item from the list below.

1. Holding membership in professional research organizations or research sections of other professional organizations. Faculty member must provide documentation of how membership qualifies as research-related and is different than the professional membership(s) listed for II.A.8.
2. Participating in professional development activities to enhance research skills.
3. Participating in roundtable discussion groups and/or seminars related to research and creative activity within the discipline.
4. Serving as a member of a local and/or district committee which planned and conducted research and/or creative activity related to the discipline.
5. Having research and/or creative activity in progress or completed that has not yet been submitted or published/presented/otherwise disseminated.

B. The **Significant** level assumes a satisfactory level of performance with the addition of activities listed below.

1. Submitting research and/or creative activity proposal that has not yet been accepted for publication, funding, presentation, or other dissemination.
2. Presenting non-peer reviewed research and/or creative activity to a local or professional audience.
3. Publishing an article in a non-peer reviewed publication.
4. Serving as a panelist on a panel discussion related to research and/or creative activity in the discipline.
5. Serving as a member of a graduate student or honors student thesis committee.
6. Leading a peer-reviewed roundtable discussion group and/or seminar related to research and creative activity within the discipline.
7. Serving as a state, regional, national, and/or international committee member for planning, implementing, and evaluating research and/or creative activity.
8. Assuming major responsibility for planning research -related local and/or district conferences.

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- C. The **Superior** level assumes a significant level of performance with the addition of activities listed below.
1. Assuming major responsibility for planning a research-related regional, state, national, and/or international conference.
  2. Serving as a reviewer/referee for books, journals, or other professional media.
  3. Serving as a reviewer/referee of research or grant proposals/abstracts for professional organizations, meetings, conferences, and/or internal/external funding agencies.
  4. Receiving funding for research and/or creative activity.
  5. Receiving a fellowship/internship/sabbatical related to research and/or creative activity.
  6. Presenting peer-reviewed research and/or creative activity to a professional audience.
  7. Completing dissertation as part of a graduate degree program.
  8. Presenting as an invited or keynote speaker to a professional audience.
  9. Exhibiting creative works accepted for peer-reviewed exhibit/showcase/ display.
  10. Authoring, co-authoring or editing of books, chapters in books, curriculum guides, laboratory manuals, resource manuals, and other professional media or instructional aids.
  11. Publishing an article in a peer-reviewed journal.
  12. Receiving research/creative activity awards and/or recognition, such as a nomination for excellence in research and/or creative activity.
  13. Chairing a thesis committee.

IV. Service

- A. The **Satisfactory** level assumes the inclusion of at least one item listed below.
1. Serving on HSCL committee(s).
  2. Representing the Department at University functions (e.g., commencement, awards/celebration functions, Women's Gender and Sexuality Studies events, Faculty Development trainings)
  3. Providing professionally-related service to student organizations.
  4. Participating in professional development activities to enhance service opportunities and skills.
  5. Representing the Department at community events.
  6. Engaging in recruitment activities at a University level (e.g., open houses, transfer days, prospective student tours).
- B. The **Significant** level assumes the satisfactory level of performance with the addition of activities listed below.
1. Chairing HSCL committee(s).
  2. Serving on a College committee.
  3. Serving as an advisor for a student organization.
  4. Serving as an officer in a local or district professional organizations.
  5. Providing leadership through professionally related service to community groups.



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6. Providing professionally related service to non-academic boards or government agencies related to the discipline.
  7. Participating as a HSCL specialist on a multi-disciplinary team (e.g., advisory committee).
  8. Publishing or presenting in the lay media (e.g., media interviews, press releases).
  9. Engaging in recruitment activities at a local level (e.g., community partner sites, high schools, community colleges).
- C. The **Superior** level assumes the significant level of performance with the addition of activities listed below.
1. Serving as an officer in a state, national and/or international professional organization related to the discipline.
  2. Holding committee membership in a state, national, and/or international professional organization.
  3. Engaging in high-impact recruitment events (e.g., regional, state, or national conference exhibit, hosting community activity).
  4. Chairing a College or University committee.
  5. Serving on a major University council/committee.
  6. Providing leadership to a non-academic board or to a government agency associated with the discipline.
  7. Organizing a state, regional, national or international conference, symposium, or workshop.
  8. Receiving service award and/or recognition, such as a nomination for excellence in service.
  9. Serving on UPI in an elected position.