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: Diane Jackman, Dean, College of Education and Professional Studies

Date: April 17, 2013

Subject: DAC Revision Approval; Department of Kinesiology and Sports Studies

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 wish to offer some observations which I would ask that you discuss with the Department. The DAC is approved with the following understandings and conditions:

1. The number of peer and chair evaluations required for promotion to the rank of professor and for a PAI continue to be inconsistent. In addition the required student evaluations continue to outnumber chair and peer evaluations creating the impression that student evaluations are valued more than peer and chair evaluations even though they are ranked third in importance among the categories of evaluation of teaching/performance of primary duties. The department is urged to continue to consider ways to resolve these inconsistencies and the implied messages they send to evaluators as well as to those being evaluated.

2. As revised, the DAC continues to provide for a "superior" rating in the area of research/creative activity without a single peer-reviewed publication or other peer-reviewed scholarship. This provides the option for promotion to the rank of full professor without a single peer-reviewed publication or other peer-reviewed scholarship over a five-year evaluation period. The department is asked to continue to consider seriously if the research/creative activity materials and methods of evaluation as articulated in the DAC truly reflect the scholarly achievement and recognition to which it aspires.

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

cc: Chair, Department of Kinesiology and Sports Studies (with attachments)

KINESIOLOGY AND SPORTS STUDIES
DEPARTMENTAL APPLICATION OF CRITERIA
Promotion/Tenure/Retention/PAI
Effective Spring 2014

I. Teaching/Performance of Primary Duties

A. Categories of materials and activities appropriate for the evaluation of Teaching/Performance of Primary Duties. Following are the methods of evaluation to be used in the Teaching/Performance of Primary Duties.

1. **Peer Evaluation.** University peer evaluation forms shall be used for all required peer evaluations.
   - **a.** For retention and tenure, Bargaining Unit A faculty must be evaluated by the department chairperson and at least two Bargaining Unit A faculty member each year.
   - **b.** Promotion or PAI, a faculty member must be evaluated by the department chairperson twice within the application period and by two Bargaining Unit A faculty members within the application period.
   - **c.** For a PBI the faculty member must have the department chair observe their teaching each year of the evaluation period.
   - **d.** The faculty member being evaluated will initiate and make the arrangements for class visitations. In the case of technology-delivered courses, that is, a course in which face-to-face interaction is not the predominant mode of instruction, the classroom visit may be replaced by observation of course activities using the course web site (or whatever mode of delivery is used), such as discussion groups, chat rooms and posted materials.
   - **e.** Copies of the written evaluation of teaching/primary duties shall be provided to the faculty member by each evaluator. Peer evaluations must include one of the following descriptive statements for Teaching/Performance of Primary Duties: <u>unsatisfactory, satisfactory, highly effective, superior.</u>

2. **Additional documentation.** This may include, but is not limited to:

   - Use of technology and innovative teaching techniques which enhance the learning process.
   - Course and curriculum development or revision for traditional, online, and distance learning courses and study abroad programs.
   - Recognition, honors, or awards received for teaching or performance of primary duties.
   - Taking courses related to the profession (those courses that are not for a degree program may be evaluated in the Research/Creative

Activity Area should the individual present evidence that the courses are taken to increase one's Research/Creative ability and not simply subject matter for courses taught.)

- Works in progress of audio-visual or other teaching materials. (i.e. class projects, teaching aids, etc.)
- Attendance at a workshop, conference or convention with emphasis on "improving teaching."
- Course materials such as syllabi, assignments, handouts, exams and other methods of evaluation.
- Produce coursework "to enhance student literacy and oral communication, to encourage students to think critically and reflectively, [and] to introduce students to knowledge central to responsible global citizenship" (*EIU Undergraduate Catalog*, page 19).
- Develop and implement instructional, assessment, and student support practices that improve student literacy, oral communication, critical thinking, and global citizenship.
- Facilitate departmental efforts to study, revise, and implement programmatic changes in support of student literacy, oral communication, critical thinking, and global citizenship.
- Prepare course syllabi per CAA Syllabus Policy 95-69 that include "course objectives, course outline or a description of course content, course assignments/projects/papers, grading policy and/or grading scale, attendance policy, evaluation procedures, information for students with disabilities, and office hours."

NOTE: The assessment of additional documentation will be both qualitative and quantitative. The documentation will be reviewed with respect to appropriateness of the material and evidence of critical thinking as well as the quantity of material submitted.

3. Student evaluation.

a. Student evaluations submitted by applicants for retention, tenure, promotion, or PAI shall be, as best possible, a representative sample of all teaching assignments of the faculty member during the evaluation period. Online and distance learning classes shall use a secure online student evaluation form. For retention, tenure, promotion, or PAI, student evaluations for at least <u>one</u> course per academic term will be required. Summer school student evaluations are optional.

b. The evaluation instrument selected for use will be the Purdue Cafeteria System (must include University core items) plus item #8 on oral English proficiency. These items should be incorporated verbatim first in all student evaluations in the order listed. Further, on the student evaluation Likert scale, 5=Strongly Agree and so on.

c. Each faculty member should calculate and report an overall mean of mean item scores for each of the evaluations submitted. These mean ranges relate to the criteria of satisfactory, highly effective and superior. A mean within the range of 3.0 to 3.4 will reflect a satisfactory evaluation rating. A mean within the range of 3.5 to 3.9 will reflect a highly effective evaluation rating. A mean within the range of 4.0 to 5.0 will reflect a superior evaluation rating. In assessing Purdue student evaluations, consideration will be given to factors such as the difficulty of the course, the size of the class, whether the class is required or elective, graduate or undergraduate level, honors, etc. Additional statements submitted by the faculty member relative to student evaluations shall be considered.

d. Written student evaluations/comments about the instructor's teaching shall also be considered.

e. Faculty with advising responsibilities shall use the Academic advising evaluation forms to obtain student evaluations of advising effectiveness. The same ranges of overall means of mean scores shall be used as in part c above.

f. Faculty may not administer, monitor, collect or turn in their student evaluations.

g. It is the responsibility of faculty to keep all student evaluations for the duration of the evaluation period.

B. Relative Importance – The DPC and other evaluators should consider the categories in the following order of importance, however the level of involvement or quantity of activity should be considered in addition to ranking:

1. Peer and Chair Evaluation
2. Additional Documentation
3. Student Evaluation

C. The area of teaching will have the highest priority in the evaluation of faculty performance.

II. Research/Creative Activity

A. Categories of activities include, but are not limited to:

LEVEL 4 (4 points)

- Peer-reviewed publication of books, chapters, monographs, or manuals.
- Publication of articles in international, national, regional (multi-state) peer-reviewed journals.
- External grants, fellowships, and/or contracts.
- Speaker (panel discussion, public lectures, workshops) at the multi-state, national or international level.

- Contributions to professional practice through papers or reports on the regional, national, or international level (Examples: position papers, guidelines).
- Oral or poster presentation of research on the multi-state, national or international level.
- Serving as editor for professional journals or other professional publications.
- Dance choreography published or performed at the multi-state, national, or international level.
- Receipt of an award, letter of merit, or other recognition at the multi-state, national or international level for professional activity in research/creative activity.
- Evidence of performance not existing within these lists will be ranked by consensus of the DPC.

LEVEL 3 (3 points)

- Evidence of leadership as a faculty mentor in student projects associated with independent study or chair of a graduate thesis. **(Note: cannot be counted under both Research and Service).**
- Publication of articles in state peer-reviewed journals.
- Internal grants, fellowships, and/or contracts.
- Serve as a reviewer or editor for a professional publication or conference papers/abstracts.
- Speaker (panel discussion, public lectures, workshops) at the state level.
- Contributions to professional practice through papers or reports on the state level (Example: report to IL Dept of Education).
- Oral or poster presentation of research on the state level.
- Dance choreography published or performed at the state level.
- Receipt of an award, letter of merit, or other recognition at the state level for professional activity in research/creative activity.
- Non-peer reviewed publication or self-publications of books, articles, or manuals.

LEVEL 2 (2 points)

- Evidence of leadership as a faculty mentor in student projects associated with independent study or graduate thesis committee member. (Note: cannot be counted under both Research and Service).
- Publication of articles in local or departmental peer-reviewed journals.
- Publication of book reviews, abstracts, newsletters, editorials, etc.
- Contributions to professional practice through participation in forums, panel discussion, performances, public lectures, seminars, workshops, etc. at the local level. (Example: SE District, EIU)
- Oral or poster presentation of research at the local level. (Example: CEPS Research Fair)

- Current research/creative works in progress (must include detailed information to warrant evaluation).
- Submission of a research grant, fellowship or contract proposal.
- Submission of articles, book chapters, etc. for review
- Submission of conference presentation proposal or abstract
- Non-peer-reviewed publications, including website materials, review papers, and development of audio/visual materials in conjunction with research/creative activities, etc.
- Receipt of an award, letter of merit, or other recognition at the local level for professional activity in research/creative activity.

LEVEL 1 (1 point)

- Cited in published works.
- Travel related to discipline with the purpose directed toward research/creative activity.
- Attendance at a workshop, conference, or convention in a research/creative activity-related area. (Example: grant-writing workshop)
- Bibliography of self-guided, directed study (must include detailed information to warrant evaluation).

Evidence of performance not existing within the lists for all levels will be ranked by consensus of the DPC.

B. Evaluation of Research/Creative Activity
Research and creative activities are grouped in levels demonstrating the order of their relative importance as evidence of effective performance. Level 4 is the highest level; items within each level are not presented in priority order. The following may serve as guidelines for evaluators, however level of involvement or quantity of activity may be considered in addition to ranking:

Annual Evaluation

Points will be assigned to each level as follow: 1 point= Level 1; 2 points= Level 2; 3 points= Level 3; and 4 points= Level 4

Satisfactory: 2 points

Significant: 3 points

Superior: 4 points

Tenure/Promotion/PAI (over a 5 year period):

Points will be assigned to each level as follow: 1 point= Level 1; 2 points= Level 2; 3 points= Level 3; and 4 points= Level 4

Satisfactory: 5 points (Note: As stated in the contract, a satisfactory level does not qualify one for tenure or promotion)

Significant: 7 points with at least one Level 3 or 4 activity.

Superior: 12 points with at least two Level 3 or 4 activities.

C. Research/Creative Activity and Service areas are weighed equally important in the evaluation of faculty performance.

III. **Service**

A. It is expected that each faculty member will contribute on a regular basis to the department, college, university, and community. Service effectiveness is based upon quantitative and qualitative assessment of the documented material. Documentation should include an indication of the extent and nature of leadership, degree of participation, and length of service. Activities may include, but are not limited to:

LEVEL 4 (4 points)

- Offices or leadership positions held within professional organizations at the state, regional (multi-state), national, or international levels.
- Coaching or consulting positions held with regional, national or international level organizations.
- Planning and/or coordinating presentations, performances, or events at the regional, national, or international level.
- Chair or officer of a University, College, or Department committee.
- Service as a major contributor to community or university organizations. (Examples: coordinator of the Coles County Special Olympics, Board of Directors of the American Cancer Society, school board member)
- Receipt of an award, letter of merit, or other recognition at the multi-state, national or international level for professional activity in service.

LEVEL 3 (3 points)

- Membership on committees in national, regional, or state professional organizations with evidence of consistent, active contributions.
- Advisor for a University, College, or Department student club or group.
- Coaching or consulting positions held with state level organizations.
- Planning and/or coordinating presentations, performances, or events at the state or local level. (Examples: IHSA State Badminton Tournament, convention planner for IAHPERD, SE District IAHPERD and NSCA certification workshops)
- Membership on committees in the college or university with evidence of consistent, active contributions.

- Evidence of leadership as a faculty mentor in student projects associated with independent study or chair of a graduate thesis. (Note: cannot be counted under both Research and Service).
- Service as an active member of an accrediting body or team.
- Serving as a reviewer or juror for professional publications or conference papers/abstracts.
- Evidence of performance not existing within these lists will be ranked by consensus of the DPC.
- Receipt of an award, letter of merit, or other recognition at the state or local level for professional activity in service.

LEVEL 2 (2 points)

- Evidence of leadership as a faculty mentor in student projects associated with independent study or graduate thesis committee member. (Note: cannot be counted under both Research and Service).
- Extended, consistent service to community, school or university organizations (Examples: volunteer coach for youth sports, youth group sponsor, volunteer sports official for an entire season)
- Membership on committees in the department with evidence of consistent, active contributions.
- Presenting community lectures, seminars, or workshops. These would include workshops conducted for the department, university, professional and service organizations, for people in the community, and for others not included in the above listing. (Examples would include presentations to Rotary, Panther Club, Community Youth or sports groups.)

LEVEL 1 (1 point)

- School visitations for the purpose of student recruitment, program observation, evaluation purposes, as a guest presenter, etc.
- Limited service to community or university organizations. (Examples: Special Olympics volunteer, Senior Olympics volunteer, volunteer judge or official for an EIU Athletic events for a few events.)
- Participating in fund-raising activities for the department such as the Shannon McNamera Run, 24 Hour Cancer Walk for Life, etc.
- Participating in public relation activities for the department or college
- Substitute teaching or presenting guest lectures for a colleague's class
- Membership in organizations related to our field on the local, state, regional, national, or international level.

<u>Evidence of performance not existing within the lists for all levels will be ranked by consensus of the DPC.</u>

B. Evaluation of the Service Area

The evaluation of the Service area will be based upon qualitative and quantitative judgments of the documented materials. The service activities are grouped in levels demonstrating the order of their relative importance as evidence of effective performance. Level 4 is the highest level and items within each level are not presented in priority order. The following may serve as guidelines for evaluators:

Annual Evaluation

Points will be assigned to each level as follow: 1 point= Level 1; 2 points= Level 2; 3 points= Level 3; and 4 points= Level 4

Satisfactory: 2 points

Significant: 3 points

Superior: 4 points

Tenure/Promotion/PAI (over a 5 year period):

Points will be assigned to each level as follow: 1 point= Level 1; 2 points= Level 2; 3 points= Level 3; and 4 points= Level 4

Satisfactory: 5 points (Note: As stated in the contract, a satisfactory level does not qualify one for tenure or promotion)

Significant: 7 points with at least one Level 3 or 4 activity.

Superior: 12 points with at least two Level 3 or 4 activities

C. Service and Research/Creative Activity areas are considered equally important in the evaluation of faculty performance, however, level of involvement or quantity of activity may be considered in addition to ranking.

IV. Documentation
An activity should be documented in only one of the three areas.

V. Evaluation of Annually Contracted Faculty (Unit B)

Unit B teaching and/or resource professional employees shall be evaluated according to I. Teaching/Performance of Primary Duties (pages 1-3), including Additional Documentation and Student Evaluation.

Unless applying for a PBI, Department Chair evaluations are not required by the Unit B Agreement. Unit B faculty applying for a PBI must invite the

Department Chair to visit their classes and may also include peer evaluations in their evaluation materials. Peer evaluations could prove helpful if an annually contracted faculty member is trying to document a "superior" rating in teaching. The criteria used for evaluation is unsatisfactory, satisfactory, highly effective, or superior.

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)