

EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

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

Date: August 29, 2008

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

Consistent with Article 8.7.c. of the *2006-2010 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, 2009. Any reading of the DAC shall be consistent with the *Agreement* or its successor agreement(s).

I note in I.A.1.b. the specification for the minimum number of peer and Department Chair evaluations required for tenure, promotion, or PAI applications. Consideration should be given to whether three visitations in a single year provide a sufficiently representative sample for a five-year/10-semester evaluation period for faculty applying for promotion to the rank of full professor or for a PAI.

I also note that the DAC includes, for the first time, minimum quantities by level to guide evaluations in the area of research/creative activity. The department is encouraged to review and reconsider the minimums to determine if they truly reflect departmental aspirations in the context of institutional goals to be first choice and top of class.

With regard to the evaluation of technology-delivered course sections in I.A.3.a., the Office of Assessment and Testing has a secure confidential online student course evaluation option that is equivalent to the traditional paper bubble forms.

In the categories of activities for evaluation of research/creative activity, there does not appear to be any distinction by level between external and internal grants. In general, external grants are considered a more prestigious indicator of achievement. I note that being cited in published works is listed in the lowest level of achievement when this is often considered a higher level of achievement. In II.B., is the Department assured that the evaluator guidelines for assigning contractual ratings for research/creative activity reflect the faculty's collective aspirations to be considered first choice and top of class? Ultimately, departments determine their aspirations in the context of institutional goals and objectives.

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 encouraged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachment: Revised DAC; Department of Kinesiology and Sports Studies

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

KINESIOLOGY AND SPORTS STUDIES
DEPARTMENTAL APPLICATION OF CRITERIA
Promotion/Tenure/Retention/PAI
2007-2010

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, non-tenured Bargaining Unit A faculty must be evaluated by the department chairperson and at least one Bargaining Unit A faculty member each year.
- b. For tenure, promotion, or PAI a faculty member must be evaluated by the department chairperson and at least two Bargaining Unit A faculty members in the year preceding the application.
- c. 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.
- d. 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: unsatisfactory, satisfactory, highly effective, superior.

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

- Use of technology and innovative teaching techniques which enhance the learning process.
- Evidence of leadership as a faculty mentor in student projects associated with independent study or graduate thesis (chair).
- Course and curriculum development or revision.
- 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.)
- Evidence of leadership as a faculty mentor serving on thesis committee or graduate oral committee.
- 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.

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 representative of the teaching assignments of the faculty member. Items which refer to both the technological and pedagogical aspects of distance learning shall be included in student evaluation for distance learning courses. For retention, tenure, promotion, or PAI, student evaluations for at least one 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.
- c. Each faculty member should calculate an overall mean of the median scores from all of the evaluations submitted. These mean ranges relate to the criteria of satisfactory, highly effective and superior. If this mean ranges from approximately 3.0 to 3.4, it will be judged Satisfactory. A range of approximately 3.5 to 3.9 will be judged Highly Effective and a range of approximately 4.0 to 5.0 and will be judged Superior. 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 median scores shall be used as in part c above.

- f. Faculty members may not administer, monitor, collect or deliver their own 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:

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

C. The area of teaching will have the most importance in the evaluation of faculty performance.

II. **Research/Creative Activity**

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

LEVEL 4

- Publication of books, chapters, monographs, or manuals.
- Publication of articles in peer-reviewed journals.
- Grants, fellowships, and/or contracts awarded at the regional (multi-state), national or international level.
- Speaker (panel discussion, public lectures, workshops) at the regional, 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 regional, national or international level.
- Editing professional journals or other professional publications.
- Dance choreography published or performed at the regional, national, or international level.
- Receipt of an award, letter of merit, or other recognition at the regional, national or international level for professional activity in research/creative activity.

LEVEL 3

- Grants, fellowships, and/or contracts awarded at the state or local level.
- 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 or local level for professional activity in research/creative activity.

LEVEL 2

- Publication of book reviews, abstracts, newsletters, editorials, etc.
- Contributions to professional practice through papers, reports, or participation (forums, panel discussion, performances, public lectures, seminars, workshops, etc.) on local level (Example: SE District, EIU)
- Oral or poster presentation of research at the local level (Example: CEPS Research Fair)
- Serving as a reviewer or juror for professional publications or conference papers/abstracts.
- 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

LEVEL 1

- 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).

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, although consideration should be made of both the quantity and the quality of work:

Annual evaluation:

Satisfactory – at least one level 1 activity

Significant – at least one level 2 activity

Superior – one or more Level 3 or Level 4 activities

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

Significant – two or more Level 3 activities **or** one Level 4 activity
(in addition to Level 1 and/or 2 activities)

Superior – two or more Level 4 activities
or one Level 4 and two Level 3 activities
or four or more Level 3 activities
(in addition to Level 1 and/or 2 activities)

C. Research/Creative Activity and Service areas are considered 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

- Offices or leadership positions held within professional organizations at the state, regional, national, or international levels.
- Coaching or consulting positions held with state, regional, national or international level organizations (Examples: coaching positions with USA Soccer or Badminton)
- Planning and/or coordinating presentations, performances, or events at the state, regional, national, or international level. (Examples: IHSA State Badminton Tournament, convention planner for AAHPERD or IAHPERD)
- Chair or officer of a University or College committee.
- Advisor for a University, College, or Department student club or group.
- 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)

LEVEL 3

- Membership on committees in national, regional, or state professional organizations with evidence of consistent, active contributions.
- Chair or officer of a Department committee.
- Membership on committees in the college or university with evidence of consistent, active contributions.
- Service as an active member of an accrediting body or team.
- Extended service to community, school or university organizations (Examples: volunteer coach for youth sports, youth group sponsor, volunteer sports official for an entire season)
- Planning and/or coordinating presentations or performances at local level (Example: SE District IAHPERD).

LEVEL 2

- Membership on committees in the department with evidence of consistent, active contributions.
- Service to community or university organizations (Examples: Special Olympics volunteer, Senior Olympics volunteer, volunteer judge or official for EIU Athletic events, volunteer official for park district)
- 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.)
- Serving on graduate student oral defense committees
- Serving on graduate student thesis committees

LEVEL 1

- School visitations for the purpose of student recruitment, program observation, evaluation purposes, as a guest presenter, etc.
- Participating in fund-raising activities for the department such as the Telefund, 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.

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:

Satisfactory – at least one level 1 activity

Significant – at least one level 2 activity

Superior – one or more Level 3 or Level 4 activities

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

Significant – two or more Level 3 **or** one Level 4 activities in addition to Level 1 and/or 2 activities

Superior – two or more Level 4 activities

or one Level four and two Level 3 activities

or four or more Level 3 activities

(in addition to Level 1 and/or 2 activities)

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

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.

Peer evaluations are not required by the Unit B Agreement. However, Unit B faculty are encouraged to invite the Department Chair and other Unit A or Unit B faculty to visit their classes and may include these peer evaluations in their evaluation materials. The criteria used for evaluation is unsatisfactory, satisfactory, highly effective, or superior. These peer evaluations could prove helpful if an annually contracted faculty member is trying to document a “superior” rating in teaching.