

To: Dr. Julie Dietz, Chair, Department of Public Health and Nutrition

From: Ryan C. Hendrickson, Provost

Date: April 25, 2024

Cc: Brad Tolpannen, AVPAA  
John Storsved, Dean, College of Health and Human Services

I am writing to thank the Department for submitting the 2024 revisions to the Departmental Application of Criteria. As required by the EIU-UPI agreement, I have reviewed the materials and am pleased to approve the revised DAC..

Please note that with this approval the revised DAC is now in effect. Unit A faculty members who elect to be evaluated under the previous Departmental Application of Criteria must give notice to the Chair, Dean, and Provost prior to October 1, 2024 (Article 8.7.f.3).

The current Departmental Application of Criteria are available at: <https://www.eiu.edu/acaffair/DACnew.php>

EIU-UPI Unit A Agreement  
Revised 11-30-23

Public Health and Nutrition: Departmental Application of Criteria  
Categories of Materials and Activities Considered Appropriate by  
Performance Area

for Tenured/Tenure Track [Unit A] Faculty, and Annually Contracted [Unit B] Faculty  
2023-2026

### **Guiding Principles**

1. Items contained under - Methods of Evaluation and the three domains of performance (Teaching and Performance of Primary Duties, Research, Scholarship, and Creative Activity, and Service) to be used in evaluation in the Department of Public Health and Nutrition Evaluation Criteria shall be considered illustrative and not exhaustive or conclusive.
2. Faculty may include additional items in the applicable category and should provide sufficient description and explanation to justify the selected performance level.
3. Items within each level of Teaching/Performance of Primary Duties, Research and Scholarship/Creative Activity, and Service are NOT presented in priority order.
4. In the evaluation of Unit A faculty performance Teaching and Primary Duties, Research, Scholarship, Creative Activities, and Service are all 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 (e.g. letters for chairs, organizations, committees).
6. Primary duties other than teaching will be evaluated based on the goals and objectives for assigned responsibilities. Primary duties are those duties which appear on the faculty person's Assignment of Duties, and are not contractually defined as service. Examples include but are not limited to: advising; honors coordinator; graduate coordinator; roles required by accrediting bodies such as Dietetic Internship coordinator.
7. Teaching load, including 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, conferences, webinars, workshops, credentialing and licensure work.
9. Faculty may include specific interactive and high-impact learning experiences in the most applicable category, and should provide sufficient description and explanation to justify the selected performance level.

### **Methods**

All materials submitted shall be evaluated both quantitatively and qualitatively, and preponderance of evidence may be invoked:

- Outstanding achievement in one area of responsibility may compensate for apparent shortcomings in other area(s) of responsibility.
- Quantity and quality of documented activities in a lower category of activities may warrant an overall higher contractual language evaluation for that area of responsibility (e.g., exceptional quantity and/or quality of Category B activities may be justification for a "Superior" evaluation rather than "Significant").
- Other materials deemed pertinent for the evaluation process may be submitted for consideration.

## Teaching/Performance of Primary Duties

### Relative Importance

- Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties listed in Table 1 below.
- Classroom evaluation by peers and the Department Chair will be considered above student evaluations, but all three will be considered the most important with considerations given to such factors as the difficulty of the course, class size, whether the course is required or elective and mode of delivery.
- No order of priority is given to the remaining statements listed within each level.

### Peer/Chair Evaluations

- A minimum of two course evaluations per year, one of which may be a technology delivered course. If a faculty member is assigned more than one technology delivered course per year then at least one of the technology delivered courses must be evaluated.
- Faculty must have a minimum of one evaluation conducted by the Public Health and Nutrition chair and one Unit A peer evaluation.
- Evaluations must be completed during the appropriate evaluation time period and submitted on the departmental Peer/Chair Review Form.

### Student Evaluations

- **Unit A faculty** must include a minimum of two courses per academic year with at least one representative from each semester assigned. **Unit B faculty** must have course evaluations for every class taught during the regular academic year.
- Evaluations for summer courses may be included if the faculty person chooses.
- Must use the Departmentally approved student evaluation tool.
- A Public Health and Nutrition faculty member or a selected student must proctor face-to-face student evaluations, and the faculty being evaluated must not be in the room at the time of evaluation.
- Evaluative comments from students – if student comments are submitted, all the student comments from any one section must be included.
- 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.
- In assessing 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.
- At no time will the student evaluation be the sole or primary factor when assessing teaching performance.
- Student evaluation forms used to rate the teaching performance of faculty will be assessed 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 assessing teaching performance.

### Annually Contracted Faculty:

- Annually contracted faculty shall be evaluated using the PHN Application of Criteria for the Teaching/Performance of Primary Duties criterion.
- The PHN recognizes that not all the items listed in the levels of performance within the Teaching/Performance of Primary Duties are available to Unit B faculty and this shall not have a negative impact on their evaluation.

- Unit B faculty must include student evaluations of all regular courses taught (fall and spring), including all written comments.
- Because teaching is a comprehensive and holistic practice informed by training, service, and scholarship, our department honors that Unit B faculty often choose to engage in opportunities that enhance their teaching and primary duties. Unit B may also include scholarship and service work that promotes and supports their teaching and primary duties in the portfolios.

<b>SATISFACTORY performance requires all of the following:</b>	<b>HIGHLY EFFECTIVE performance requires all of the following:</b>	<b>SUPERIOR performance requires all of the following:</b>
<ol style="list-style-type: none"> <li>1. Peer/Chair Evaluations at a <b>SATISFACTORY</b> or above level (including evaluations for academic advisors and coordinators).</li> <li>2. Student evaluation ratings of satisfactory as measured by the PHN evaluation instrument.</li> <li>3. At least one syllabus per academic year included in the review period. Syllabus must be from course(s) taught during the specified year.</li> <li>4. At least two items from Group A, B, or C from Table 1.</li> </ol>	<ol style="list-style-type: none"> <li>1. Peer/Chair Evaluations –at a <b>HIGHLY EFFECTIVE</b> or above level (including evaluations for academic advisors and coordinators).</li> <li>2. Student evaluation ratings of highly effective as measured by the PHN evaluation instrument.</li> <li>3. At least one syllabus per academic year included in the review period which follows university criteria, departmental criteria, and demonstrates <b>HIGHLY EFFECTIVE</b> course organization. Syllabus must be from course(s) taught during the specified year.</li> <li>4. At least two items from Group B or C from Table 1.</li> </ol>	<ol style="list-style-type: none"> <li>1. Peer/Chair Evaluations –at the <b>SUPERIOR</b> or above level (including evaluations for academic advisors and coordinators).</li> <li>2. Student evaluation ratings of superior as measured by the PHN evaluation instrument.</li> <li>3. At least one syllabus per academic year included in the review period which follows university criteria, departmental criteria, and demonstrates <b>SUPERIOR</b> course organization. Syllabus must be from course(s) taught during the specified year.</li> <li>4. At least two items from Group C from Table 1.</li> </ol>

**Table 1: Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties**

<b>GROUP A: SATISFACTORY</b>	<ol style="list-style-type: none"> <li>1. Creative activities/materials developed for classroom use.</li> <li>2. Teaching load (courses per semester, students per course, diversity of courses).</li> <li>3. Examples of course assignments, activities, and examinations.</li> <li>4. Professional development activities to enhance performance of primary duties.</li> </ol>
<b>GROUP B: HIGHLY EFFECTIVE</b>	<ol style="list-style-type: none"> <li>1. Evaluative comments from students demonstrating <b>HIGHLY EFFECTIVE</b> performance</li> <li>2. Mentoring of student projects.</li> <li>3. Supervision of independent studies</li> <li>4. Nominations for awards for teaching excellence other than self-nomination</li> <li>5. Activities related to curriculum revision and development</li> <li>6. Application of technology in the teaching and learning process</li> <li>7. Participation on an interdisciplinary, interdepartmental and/or intercollegiate basis (i.e. Giving presentations to classes other than those of primary responsibility)</li> <li>8. Participation in workshops, seminars, webinars, or institutes to develop teaching skills</li> <li>9. Applying for student travel grants for activities</li> <li>10. Providing opportunities for students to engage/participate in community based experiential learning activities.</li> </ol>

<b>GROUP C:</b>  <b>SUPERIOR</b>	<ol style="list-style-type: none"><li>1. Awards or special commendations for teaching excellence.</li><li>2. Awards for mentoring students.</li><li>3. Serving on thesis committees and/or honors committees outside of the discipline.</li><li>4. Serving as a faculty advisor for an undergraduate or graduate thesis, creative project independent study, or honor's project</li><li>5. Receipt of monies for curriculum development or enhancement for teaching.</li><li>6. Student mentoring activities including accompanying students to conferences and student involvement with professional organizations.</li><li>7. Study abroad and national student exchange activities.</li><li>8. New course development, modifying existing courses or developing technology delivered courses.</li><li>9. Achieving/maintaining appropriate professional certification &amp; licensure such as (CHES, health coaching, RDN, Food Service Managers Cert, LMT, OT).</li><li>10. Travel grants received to support student activities.</li><li>11. Provide opportunities for students to develop, deliver, and/or assess a program for the community as an experiential learning activity.</li></ol>
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## Research/Scholarship/Creative Activity

The Department of Public Health and Nutrition seeks to promote scholarship in our fields. Broadly defined: scholarship includes the production, processing, and distribution of knowledge. The department values scholarship which adds to the knowledge base, maintains and increases the scholarly visibility and prestige of the individual scholars, department, and university as a whole, and ensures the latest scholarship informs and enhances our continued teaching, research/scholarship, and service. We are interested in scholarship that changes/modifies the field, is highly valued by other scholars, curates the knowledge of other academics, or is used, viewed and/or distributed within communities. While peer reviewed publications are important we also recognize the value of research and scholarship activities based in the context of outreach and engagement with the community, the university, and beyond.

### Relative Importance

- Categories of materials and activities appropriate for the evaluation of research/scholarship/creative activities are listed in Table 2 below.
- Evaluation of research/scholarship/creative activity will include consideration of the quality and quantity of research/creative activity in the broad fields of public health and nutrition.
- Items within groups Categories A, B, and C, in Table 2 are not listed by relative importance and examples are not an exhaustive list.

SATISFACTORY performance	SIGNIFICANT performance	SUPERIOR performance
Minimum of two items per year for the evaluation period from Group A, B, or C in Table 2.	Minimum of two items per year for the evaluation period from Group B in Table 2.	Minimum of two items per year for the evaluation period from Group C in Table 2.

<b>Table 2. Categories of materials and activities appropriate for the evaluation of Research/Scholarship/Creative Activity</b>	
<b>GROUP A SATISFACTORY</b>	<ol style="list-style-type: none"> <li>1. Professional development activities to enhance research skills, including terminal degree coursework.</li> <li>2. Attendance at a seminar, workshop, webinar, conference, or convention at the regional, state, or national level deemed pertinent to the faculty member's academic area.</li> <li>3. Evidence of active engagement in research/scholarship activities.</li> </ol>
<b>GROUP B SIGNIFICANT</b>	<ol style="list-style-type: none"> <li>1. Presenting a public lecture based upon research expertise.</li> <li>2. Contributions to professional practice through papers, reports, or participation in committees/organizations, panels, etc.</li> <li>3. Non-peer-reviewed publications, including website materials, review papers, and development of audio/visual materials in conjunction with research/creative activities, etc.</li> <li>4. Writing a published review of a book or textbook.</li> <li>5. Submission of a grant application.</li> <li>6. Student collaboration with an undergraduate/graduate research/scholarship project.</li> <li>7. Grants awarded from sources within the University obtained for the conduct or presentation of research or scholarship activities.</li> <li>8. Progress toward completion of dissertation research or equivalent project.</li> </ol>
<b>GROUP C SUPERIOR</b>	<ol style="list-style-type: none"> <li>1. Awards or special commendations for research excellence.</li> </ol>

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|  | <ol style="list-style-type: none"><li>2. Nominations (other than self-nominations) for prestigious/significant awards for research/scholarship excellence.</li><li>3. Published research in peer-reviewed books, monographs, or professional journals, as author or coauthor.</li><li>4. Research-oriented or applied professional consultation.</li><li>5. Student collaboration with an undergraduate/graduate research/scholarly project that results in a presentation/publication.</li><li>6. Receiving undergraduate/graduate research awards for collaboration with students.</li><li>7. Presentation of research/scholarly activities at professional meetings or webinars at the state, national, and/or international level.</li><li>8. Exhibiting creative works accepted for peer review exhibit/showcase/display.</li><li>9. Poster presentation pertinent to professional expertise related to public health and nutrition at a regional, state, national or international conference or webinar.</li><li>10. Serving on the editorial board of a refereed professional publication</li><li>11. Completion of a dissertation or equivalent project.</li><li>12. Serving as referee or juror for professional presentations.</li><li>13. Grants awarded outside the university, or grants awarded by the Council on Faculty Research obtained for the conduct of research.</li></ol> |
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## Service

The department values service at multiple levels and recognizes leadership positions often involve greater time and effort and their importance is to be given greater recognition. The department considers the scope, complexity, and duration of all service activities.

### Relative Importance

- Categories and activities appropriate for the evaluation of service activities are listed in Table 3.
- Evaluation of service activity will include consideration of:
  - The quality and quantity of service activity in public health and nutrition fields.
  - The extent and nature of national, state, or local recognition of service activity.
  - The extent and nature of participation in professional organizations.
- Items within groups Categories A, B, and C in Table 3 are not listed by relative importance and are examples and not an exhaustive list.

<b>SATISFACTORY performance</b>	<b>SIGNIFICANT performance</b>	<b>SUPERIOR performance</b>
Minimum of two items per year for the evaluation period from Group A, B, or C in Table 3.	Minimum of two items per year for the evaluation period from Group B in Table 3.	Minimum of two items per year for the evaluation period from Group C in Table 3.

<b>Table 3: Table 1. Categories of materials and activities appropriate for the evaluation of service</b>	
<b>GROUP A SATISFACTORY</b>	<ol style="list-style-type: none"> <li>1. Attendance at departmental/college meetings.</li> <li>2. The sharing of professional expertise and skills outside the classroom setting.</li> <li>3. Attended university or community programs and activities (ex FDIC programs etc)</li> <li>4. Serving on departmental committees.</li> <li>5. Professional development activities to enhance service opportunities and skills.</li> <li>6. Representing the department at community events.</li> <li>7. Engaging in recruitment events at a university level (e.g. open houses, transfer days, prospective tours).</li> <li>8. Representing the department at university functions (e.g. commencement, awards. celebrations, faculty development trainings).</li> </ol>
<b>GROUP B SIGNIFICANT</b>	<ol style="list-style-type: none"> <li>1. Assist with student organizations.</li> <li>2. Involvement with local, state, regional or national organizations.</li> <li>3. Service on departmental committees with documentation of significant activity.</li> </ol>
<b>GROUP C SUPERIOR</b>	<ol style="list-style-type: none"> <li>1. Awards or special commendations for service contributions.</li> <li>2. Nominations (other than self-nominations) for significant/prestigious awards for service contributions.</li> <li>3. Involvement in Departmental student recruitment activities.</li> <li>4. Serving on a college/university committees.</li> <li>5. Serving in a leadership capacity on departmental/college/university committees.</li> <li>6. Serving in a leadership capacity on a local, state, regional or national professional organizations.</li> <li>7. Faculty advisor to the departmental health honorary (Eta Sigma Gamma) or student dietetic association (SDA).</li> <li>8. Professional participation and contribution to community-wide organizations or provide consultation to community organizations connected to the fields of health and nutrition.</li> <li>9. University representative to local, state, regional or national organization.</li> </ol>



