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: W. Harold Ornes, Dean, College of Sciences

Date: May 16, 2013

Subject: DAC Revision Approval; Department of Political Science

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. I appreciate the department considering the previous review comments. The DAC is approved with the following understandings, conditions, and continuing concerns:

1. I disagree with the department's electing to give equal weight to research/creative activity and service. In its ongoing deliberations, the department should reconsider this from a departmental aspiration perspective. Most high-achieving academic departments at comprehensive universities value research/creative activity more highly than service, especially in a department with graduate program status. Similarly, writing a funded grant proposal and peer-reviewed publications are generally valued more highly in academe than reflected in the current DAC.

2. As a general matter and consistent with Article 8.3.b., I encourage the department to consider the teaching/performance of primary duties materials and methods of evaluation in such a way that they identify both desired and achieved student learning outcomes and provide evidence of thoughtful reflection on peer, chair, and student evaluations during the evaluation period.

3. The materials and methods of evaluation described under A.1.a. Classroom Teaching also apply to technology-delivered teaching.

4. The University Approved Core Items for Student Evaluations are to be incorporated verbatim first in all student evaluations in the order listed with the Likert scale, 5=Strongly Agree and so on.

5. I note again in A.1.a.1. that student evaluations are to be returned to a faculty member within two working days after the chairperson receives them. Under no circumstances should the results of student course evaluations be provided to faculty members until semester grades have been submitted.

6. I would encourage the department to consider having and the same number of chairperson evaluations as peer evaluations for faculty applying for promotion to the rank of professor or for a PAI.

7. Only department chairperson and dean evaluations are required annually for annually contracted faculty.

8. In B.1., the department should clarify that peer-reviewed scholarship is more valued than non-peer-reviewed scholarship.

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

cc: Chair, Department of Political Science (with attachments)

POLITICAL SCIENCE DEPARTMENTAL APPLICATION OF CRITERIA, 2012-2016

Tenure-track, tenured and annually contracted members of the department of political science will be evaluated annually. A Ph.D. in the field is required for tenure. Tenure track members are required to meet appropriate department and university performance requirements in all areas when applying for retention, promotion, tenure, and Professional Advancement Increases. Teaching is of primary importance; research/creative activity and service are of secondary importance. Annually contracted faculty will be evaluated only on their teaching/primary duties in accordance with processes and performance documentation outlined in the "Teaching and Primary Duties" section of this document. Items contained under the following categories of activities and general statements of the methods to be used for evaluation shall be considered illustrative and not exhaustive.

A. TEACHING AND PRIMARY DUTIES:

1. Categories and methods of evaluating performance

a. Classroom Teaching

1. RECENT AND SYSTEMATIC CLASS EVALUATIONS: All Department members will administer course evaluation forms as specified below. All course evaluation forms must include university and department core items, as well as five additional questions to be selected by the instructor. Faculty who wish to design additional measures of response from students may also submit data from these instruments, but not as a substitute for the course evaluation forms. Faculty shall arrange for either student assistants or graduate assistants to administer and collect the questionnaires. The instructor shall report who administered and collected the course evaluations of their respective classes to the department chair. Within two working days after the chairperson receives summaries of course evaluations, one copy will be distributed to the faculty member. Tenured instructors must submit at least one course evaluation for the fall semester and one for the spring semester to the chair as part of their annual review. One of these shall be an upper division or graduate level course and one shall be a lower division course. Probationary instructors must submit evaluations of all classes and simulations taught each semester. Faculty applying for promotion and professional advancement increases must submit evaluations of all classes and simulations taught during the evaluation period.

   Evaluations of team-taught and summer classes are administered at the discretion of the instructor. The DPC is directed to take into account the impact of differences in subject matter when analyzing the results of these evaluations. Relevant questions on the class evaluation will be used to assess performance in accordance with contractual standards.

2. CLASSROOM VISITS OF INSTRUCTORS APPLYING FOR RETENTION, PROMOTION, TENURE, AND PROFESSIONAL ADVANCEMENT INCREASES: Tenure track faculty members must be evaluated every academic year. The faculty members being evaluated may choose tenured/tenure track faculty in the Department of Political Science who will observe his/her classes. At least three different faculty members must evaluate their classes during the pre-tenure period. Faculty members applying for promotion, and/or the Professional Advancement Increase must have evaluations by at least three different faculty over two or more semesters of the evaluation period. The evaluation will be written and a copy presented to the instructor and Chair of the DPC within five working days of the classroom visit. The evaluator shall confer with the faculty member being evaluated in making arrangements for classroom visits.

   The chairperson of the Political Science Department shall make arrangements to visit the class of the instructor who is applying for retention, promotion, tenure and/or a Professional Advancement Increase. Faculty applying for retention and tenure must be evaluated annually, and those applying for promotion or the Professional Advancement Increase must be evaluated once during the evaluation period for promotion or the PAI. Arrangements for the visit must involve consultation with the instructor. The chairperson is to provide the faculty member with a written evaluation of his/her teaching within five working days of the classroom visit.

   For annually contracted faculty members with an appointment of 50% or more for the academic year, the Department chairperson and a member of the tenured faculty of the Department of Political Science must also conduct classroom visits once a semester in their first year and in subsequent years, once each academic year. Arrangements for visits by the chairperson and the tenured faculty member must involve consultation with the annually contracted faculty member. In addition, an annually contracted faculty member may also make arrangements for a classroom visit by a member of the tenure-track faculty of his/her choice from the Department of Political Science. Classroom visit evaluations of annually contracted faculty members will be written, and a copy is to be provided to the faculty member within five working days of the classroom visit; the department chair also is to receive a copy of the evaluation within five working days of the classroom visit.

   The DPC will use the written reports of the classroom visits by faculty and the department chair in assessing performance in areas to include command of the subject matter or discipline; oral English proficiency as mandated by Illinois statute; ability to organize, analyze and present knowledge or material; and ability to encourage and interest students in the learning process. Informal observations by the members of the DPC should result in written reports, also. The response of the faculty member to the report(s) of classroom visit(s) must be written and presented to the DPC within five working days of the initial report.

3. COURSE MATERIALS: Instructors shall submit a representative sample of the most recent copies of course syllabi. In addition, the instructor shall submit a representative sample of most recent other course materials for each course such as examinations, reading lists, paper, and project assignments.

4. ADDITIONAL DOCUMENTATION: Other acceptable documentation where appropriate includes, but is not limited to, attendance at relevant academic conferences and special workshops, completing additional coursework, and developing and teaching a new course.

5. RELATIVE IMPORTANCE OF METHODS OF EVALUATION: Recent and systematic student evaluations are not the only techniques for assessing teaching effectiveness. Classroom visits, documentation and evidence of mentoring are also important assessment techniques and in combination are equal in importance to course evaluations.

b. Mentoring: As teaching is our primary mission, mentoring is valued highly by the department. Acceptable documentation includes, but is not limited to, directing an undergraduate or graduate independent study, evidence of oversight of an undergraduate honors thesis, an honors research grant, any undergraduate or graduate mentoring award, overseeing undergraduate or graduate student research that leads to student awards, grants, conference presentations or publications, serving as a graduate thesis advisor, participation on masters thesis committees or participation on a masters examination. If the instructor prefers, co-authorships with students and joint conference presentations may be included in this category instead of "RESEARCH/CREATIVE ACTIVITY".

c. Advising: Student evaluations of undergraduate advisers will be used to assist the chairman and the DPC in their evaluation of faculty members.

d. Other non-classroom duties for which c.u.'s have been awarded, such as graduate advisor, pre-law advisor or internship coordinator will be evaluated. Research and service functions associated with these non-classroom duties may be submitted as fulfilling contract requirements in the areas of research or service, if appropriate, as well as in the teaching/primary duties category. It is appropriate for candidates to determine the area placement of an activity that is part of non-classroom primary duties. A particular activity that is part of non-classroom duties cannot be counted for more than one area, and the candidate must provide an explanation of why an activity should be counted for research or service rather than in the teaching/ primary duties area. The candidate is advised to consult in advance with the DPC to assist with appropriate placement of such activities. The faculty member will provide the DPC a summary of activities during the evaluation period. The faculty member is responsible for providing materials which demonstrate productivity in these non-teaching areas. Documentation of performance may also include student evaluations, informational packets, memos, letters, and other pertinent material.

2. Relative Importance of the Categories: Teaching is of greatest importance, but impressive performance in other primary duties is also of great importance.

B. RESEARCH/CREATIVE ACTIVITY

1. Categories

Research activities are listed below in their relative order of importance from most important to least important. Additional activities not mentioned on this list may be considered by the DPC based upon their professional judgment of the relative importance of those activities.

1. Publication of professional books, textbooks, monographs, articles, including but not limited to refereed journal articles, research notes and chapters in edited books, extended encyclopedia essays, or editing of a professional book.
2. Presentation of papers or posters at regional, national and international conferences.
3. Publication of a book review or brief encyclopedia entry.
4. Editing a professional journal.
5. Receiving an external grant.
6. Receiving an internal grant.
7. Presentation of papers at state and local conferences.
8. Submission of a book or article for publication.
9. Serving as a discussant or roundtable participant or reviewing a manuscript or journal article.
10. Serving as a panel chair.

2. Methods of Evaluation

The DPC is primarily responsible for evaluating research in light of existing professional standards. Authorship and co-authorship are to be considered of equal merit. Publications in journals may be counted as soon as a letter of final acceptance from the editor has been received, but an initial book contract is not sufficient evidence of publication.
The DPC will evaluate performance using the following standards:

a. Appropriate accomplishment is indicated by effort in any of the activities. The appropriate category is available only in his/her probationary year one.
b. Satisfactory accomplishment is performance of activities 5 through 10 on the above list.
c. Significant accomplishment on an annual basis is performance of an activity from 2 through 5. For tenure, promotion and PAI's significant accomplishments must include one activity from category 1 and multiple other activities.
d. Superior accomplishments on an annual basis is performance of an activity in category 1. Superior accomplishment for tenure, promotion and PAIs, is performance of one activity in category 1 and additional activities from 2 through 5.
e. Category 1 publication activities above and beyond performance necessary for Significant or Superior ratings for tenure, promotion and PAIs may be substituted in the documentation of "multiple other activities" in B.2.c or "additional activities from 2 through 5" in B.2.d.

C. SERVICE:

1. CATEGORIES AND METHODS FOR EVALUATING PERFORMANCE: Departmental members may fulfill service requirements in the following areas:

    a. Service to the Department

    b. Service to College or University

    c. Professionally related public service

    d. Service to Community

2. RELATIVE IMPORTANCE OF THE CATEGORIES: Categories of materials and activities appropriate for the evaluation of service are grouped below in levels demonstrating the order of their relative importance in the fulfillment of the service requirements:

    a. Appropriate performance will be assessed by evidence of effort shown in any of the activities listed below in C. 2. b., c., and d.

    b. Satisfactory service may be documented by, but is not limited to the following:
        Membership on departmental committees or as a coordinator/advisor for department programs/groups.
        Recruitment of students
        Service in a lobbying organization
        Appearances on radio or television broadcasts or interviews for newspapers in a professional capacity

    c. Significant service may be documented by, but is not limited to the following:
        Presentations to community or campus groups
        Bringing speakers to campus
        Service on college or university committees or programs
        Testifying by invitation at public hearings
        Elective or appointive office in a labor union
        Elective or appointive office in a lobbying organization
        Membership in a public or quasi-public, community or non-profit organization
        Special assignments commissioned by the departmental chairperson
        Participation in elections as a campaign staff worker
        Organizing one-day seminars or conferences
        Advising campus-wide student organizations
        Chairing departmental committees
        Being a consultant
        Special assignments commissioned by the College or University
        Obtaining an internal grant which department shares

*For tenure, promotion and PAIs, significant accomplishments must include service on at least two different department committees (including service as a program coordinator or advisor to a group).

d. Superior service may be documented by, but is not limited to the following:
Recruiting students at secondary schools and community colleges
Organizing state-wide or regional conferences or workshops
Being an officer in a professional association
Participating in elections as a campaign manager or as a candidate
Obtaining an external grant which department shares
Appointment to public office, or a public sector board or commission
Membership on a professional board
Chairing a college or university committee or program
Service on two or more college or university committees or programs
A substantial record of superior performance in the significant service category, particularly in service activities that contribute to the mission and effective functioning of the department and its programs.

*For tenure, promotion and PAIs, superior accomplishments must include service on at least three different department committees (including service as a program coordinator or advisor to a group).

3. All of the service activities are of equal importance within each of the categories above.

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)