



February 25, 2018

To: M. Mueller, Chairperson

From: J. Gatrell, Provost

CC: M. Kattenbraker, AVP
A. Shelton, 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.

POLITICAL SCIENCE DEPARTMENTAL APPLICATION OF CRITERIA 2018-2022

Tenure-track, tenured and annually contracted members of the department of Political Science will be evaluated annually. A doctorate in an appropriate discipline 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

- i. **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 at least 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 teaching face to face courses may choose to do student evaluations electronically or in class. Faculty shall arrange for either student assistants or graduate assistants to administer and collect the questionnaires for in-class evaluations. Evaluations for on-line courses will be administered electronically. 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 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.

- ii. **Classroom Visits of Instructors Applying for Retention, Promotion, Tenure, and Full-Portfolio 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 to observe their classes. At least two different faculty members must evaluate their classes during each evaluation period. Faculty members applying for promotion or a full portfolio Professional Advancement Increase must have evaluations by at least two 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. For on-line courses, the instructor and evaluator will make arrangements for the day of the evaluation and the focus of the evaluation (section, unit, discussion, etc). The evaluator will then be added to the course on the agreed upon day for a period no less than 12 hours and no more than 24 hours.

The chairperson of the Political Science Department shall make arrangements to visit the class of the instructor who is applying for retention, promotion, tenure or a full portfolio Professional Advancement Increase. Faculty applying for retention or tenure must be evaluated annually, and those applying for promotion or a full portfolio Professional Advancement Increase must be evaluated once during the evaluation period. Arrangements for the visit must involve consultation with the instructor. The chairperson is to provide the faculty members with a written evaluation of their teaching within five working days of the classroom visit. For on-line courses, the instructor and department chairperson will make arrangements for the day of the evaluation and the focus of the evaluation (section, unit, discussion, etc). The chairperson will then be added to the course on the agreed upon day for a period no less than 12 hours and no more than 24 hours.

For annually contracted faculty members with an appointment of 50% or more for the academic year, the department chairperson must conduct classroom visits once each academic year. Arrangements for visits by the chairperson must involve consultation with the annually contracted faculty member. In addition, annually contracted faculty members may make arrangements for a classroom visit by one or more members of the tenure-track faculty of their 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. For on-line courses, the instructor and evaluator will make arrangements for the day of the evaluation and the focus of the evaluation (section, unit, discussion, etc). The evaluator will then be added to the course on the agreed upon day for a period no less than 12 hours and no more than 24 hours.

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.

- iii. **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 courses such as examinations, reading lists, paper, and project assignments.
 - iv. **Additional Documentation:** Other acceptable documentation where appropriate includes, but is not limited to, attendance at relevant academic conferences and special workshops, completing additional coursework, OCDI training, and developing, significantly revising, and/or teaching a new course, leading a study abroad experience, developing or significantly revising department majors, minors, options or certificates
 - v. **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 & Student Research:** 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 or capstone advisor, participation on graduate thesis or capstone committees. 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 CUs 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, literature review essays, or editing of a professional book.
2. Presentation of papers or posters at conferences.
3. Editing a professional journal.
4. Publication of a book review or brief encyclopedia entry.
5. Submission of a book or article for publication.
6. Serving as a discussant or roundtable participant at a conference, organizing a conference panel, disseminating public intellectual work via newspaper column or blog, or related form of communication, or reviewing a manuscript or journal article.
7. Receiving an external research grant.
8. Receiving an internal research grant.
9. Serving as a panel chair at a conference.

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 probationary year one.
- b. Satisfactory accomplishment is performance of activities 6 through 9 on the above list.
- c. Significant accomplishment on an annual basis is performance of an activity from 2 through 5. For tenure, promotion and PAIs 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:

Departmental members may fulfill service requirements in the following areas:

- a. Service to the Department
- b. Service to College or University
- c. Service to Community
- d. Professionally Related Public Service

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:
 - Attendance at department meetings and events sponsored by the department.
 - Attendance at events sponsored by student groups associated with the department.
 - Membership on departmental committees or as a coordinator/advisor for department programs/groups.
- c. Significant service may be documented by, but is not limited to the following:

- Presentations to community or campus groups
- Appearances on radio or television broadcasts, interviews for newspapers; social media, blog, or similar publications related to professional expertise
- Recruitment of students
- 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 or lobbying organization
- Membership in a public or quasi-public, community or non-profit organization
- Special assignments commissioned by the departmental chairperson
- Organizing campus or community panels, events, or symposiums
- 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 national, state-wide, or regional conferences or workshops
 - Being an officer in a professional association
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 - 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 two different department committees (including service as a program coordinator or advisor to a group) and one college or university level committee.

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