EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

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To: Kathlene Shank, Chairperson, Department of Special Education

Date: November 25, 2008

Subject: DAC Revision Approval; Department of Special Education

Thank you for taking another look at your department's statement of Departmental Application of Criteria (DAC) in light of my review comments and suggestions. The further revised DAC sent via e-mail attachment on October 14, 2008, is approved consistent with Article 8.7.c. of the *2006-2010 EIU-UPI Unit A Agreement* (Agreement). As always, any reading of the DAC will be consistent with the Agreement or its successor agreement(s).

I continue to note that evaluation of faculty achievement and performance should be judged relative to the criteria described in the DAC and not on the basis of seniority and/or rank. I note further that inclusion of written comments from student evaluations continues to be permissive and at the discretion of the faculty member. Even if not required to be included, evaluators may request additional information during the evaluation process, including responses to open-ended items on student evaluations.

The contributions of the Department of Special Education are appreciated, and I continue to encourage consideration of the University's articulated academic goals in the department's deliberations.

attachments: Further Revised DAC; Department of Special Education

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

Submitted, Reviewed and Approved
Nov. 13, 1985
Resubmitted Feb. 14, 1986 to Pres. Rives
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Revised October 21, 2003
Revised April 1, 2004
Revisions Fall 2007

Department of Special Education
Application of Criteria

The following criteria shall be used for evaluation of retention, promotion, or tenure. They will be applied to accomplishments documented since hiring, last year of retention or promotion, if on probationary contract; or since the last promotion, if tenured consistent with most recent contract language

Evaluation will be performed according to the criteria listed below. Items contained under categories of materials and activities and general statements of methods shall be considered illustrative and not exhaustive. All assigned primary duties during the period of evaluation are to be evaluated, therefore, all assignments given credit units must be documented. Other activity may also be evaluated.

1. Retention

There shall be an annual evaluation of each probationary employee for the purpose of making a decision concerning retention of the employee. The evaluation period of retention shall be the period since the beginning of the employee's last evaluation for retention except for employees in their second year, for whom the evaluation period is the entire period of employment in Unit A.

2. Promotion

An eligible employee must apply to the Department Chair in accordance with the schedule for Personnel Actions distributed by the Provost and Vice-President for Academic Affairs prior to the commencement of the promotion process in order to be considered for promotion. The evaluation period for promotion shall be the period since the beginning of the evaluation which resulted in the employee's

promotion to his/her current rank at the University. If the employee has received no promotion at the University, the evaluation period for promotion shall be the period since his/her most recent appointment to a bargaining unit position at the University. The performance standards are used to judge an employee's performance as examined in the aggregate, that is, taken as a whole, through the evaluation period.

3. Tenure

The evaluation period for tenure shall be the entire term of employment in probationary status at the University.

I. Teaching/Performance of Primary Duties

The faculty member must document effectiveness of teaching performance, performance of primary duties, and performance of academic advisement. Teaching/performance of primary duties will be considered the most important of the three areas of evaluation.

A. Evaluation of Primary Duties

1. Teaching Performance

a. Through classroom visitation, a two person special education faculty member departmental evaluation team (an agreed to selection procedure is used with at least one team member agreed to by the individual, with replacements being made, if needed, by utilizing the same selection procedure) will evaluate the faculty member using the approved departmental forms. Each member of the evaluation team will prepare an observation summary and the "Approved University Peer Evaluation Form" (based on at least two observations over 2-3 semesters of the evaluation year or if the observation team is reconstituted, 2 observations in one semester) on the quality of the faculty member's performance appropriate to his/her years in service and rank. English proficiency will be evaluated as part of this process. Application of technology in the teaching and learning process will also be evaluated. The course syllabus, course objectives, handouts, exams and other course materials may be examined as part of the observation process. An exception to the above is that all faculty in their first year will be observed at least once within the first semester by each team member with the summary written based on the one visit.

All peer evaluations for retention, promotion, and tenure will be provided to the respective individual and will be included as part of the DPC evaluation sent forward in the evaluation process. Peer evaluations are second in importance.

b. **The Department Chair will complete one written evaluation per evaluation year based on at least three classroom or practicum observations over the two-three semesters. All faculties in their first year will be observed at least twice. Tenured faculty will be observed twice per evaluation year. The Chair will address the quality of the faculty member's performance appropriate to his/her years in service and rank. English proficiency will be evaluated as part of this process. These evaluation materials will be provided to the individual and will be included as part of the evaluation sent forward in the evaluation process. Chair evaluations are first in importance.**

c. **Student evaluation of all classes taught in the Fall and Spring semesters, using a department approved student evaluation instrument, will be included in documentation for retention, promotion, and tenure. A faculty member <u>may</u> elect to submit Summer course evaluations. If a faculty member elects to submit Summer evaluations, evaluations for all courses and workload taught in the given Summer must be submitted. If Summer evaluations are not going to be submitted, then Summer workload should not be documented. At minimum student evaluations will include Approved University Core items. Student evaluations for distance learning courses should include items that address technology and pedagogical issues. Evidence from student evaluations will be judged both quantitatively and qualitatively. Students evaluations are third in importance to peer and Chair visitation evaluations.**

The following guidelines will be followed when doing Student Instructor Evaluations:
-No faculty shall administer his/her own student evaluations.
-A member of the "peer observation team" or other designated person determined by the Department Chair, shall administer, collect, and submit, in a sealed envelope, all student evaluations from a given class to the Department Chair or Secretary. A "script" will be used when administering student evaluations. This script will be

approved by the faculty and used consistently across an evaluation year.

-Student evaluations are to be done in all classes every semester and a copy of each is University property. All evaluations will be submitted as part of the evaluation process.

Please note: Faculty seeking descriptive, narrative input, may have students submit handwritten, narrative comments on a separate sheet of paper. The forms and comments should be collected by the "peer administrator of evaluation." Inclusion of these comments in the evaluation portfolio is at the discretion of the faculty member being evaluated. If the faculty member chooses to submit narrative evaluations, all written comments should be included. Student comments solicited by someone other than the "peer administrator of evaluation" can not be included in the DPC portfolio evaluation.

d. Faculty may submit materials reflecting professional products related to their involvement in curriculum revision and/or curriculum development.

e. Distance Education courses will be evaluated through a Chair summary evaluation, peer summary evaluations and student evaluations.

Unit B faculty, who meet the Eastern Illinois University criteria to be evaluated, will be observed and evaluated by the Chair and will be required to submit all student evaluations. Evaluations by the Department Chair and students will be used by the Chair of the Department and Dean of the College to determine teaching effectiveness.

2. Advisement performance

Faculty responsible for academic advisement will be evaluated on:

-Knowledge of curriculum requirements

-Knowledge of Eastern Illinois University policies and procedures and other advisor and support services available to students

Student academic advisement shall be assessed as to its quality. The Department Chair will write a statement addressing

number of advisees and faculty member's involvement in all advisement activities (such as first week of each semester and transfer advisement).

3. **In addition to teaching/advisement, individuals may include in their documentation evidence of participation in instructional and other outreach activities including student engagement and mentoring, recruitment, or off-campus instruction.**

4. **Other assigned primary duties performance**

   Assigned primary duties resulting in credit units which are diverse in nature from teaching/advisement, I.A.1 and 2 above, and/or interdisciplinary, interdepartmental and/or intercollegiate activities/assignments are to be evaluated. Generally with the exception of sabbatical and research assignments, activities with 3 or more c.u.'s in a given semester will be considered as primary duties. Candidates must document their activities in performance of other assigned duties. The Department Chair, and the individual are to agree on the method of evaluation at the time the assignment is made. These other assigned primary duties may include, but are not limited, to coordination of student teaching or assignment in a community based setting or PDS site; coordination of graduate program; or union duties, responsibilities and projects.

B. Categories of materials and activities for evaluation of performance in teaching/primary duties

Categories of materials and activities for evaluation of performance in teaching/primary duties are grouped below in levels. The order within levels indicates relative importance.

1. Level I: <u>Superior</u> performance in the area of <u>Teaching/Primary Duties</u> will be evidenced by, but is not limited to, the following:

a. An overall rating of Superior by the Special Education Chair on the observation summary.

b. An overall rating of Superior by two Special Education faculty peer on observation evaluation summaries including observation forms on which they are based.

c. **Student evaluations will be appraised by the DPC in a procedure which considers the curriculum and structure of the course, the difficulty of the course, the size of the class, whether the course is required or elected, the numerical level of the course, the number of times the faculty member has taught the course, and the faculty member's years in service and rank. For distance education, university procedures for student evaluations of distance education will be followed and these evaluations will be submitted. In rating teaching, student evaluations are considered third in importance with peer and Chair summaries having higher priority.**

d. **Curriculum revision and/or curriculum development professional products.**

e. **Distance Education:**
(1) In courses taught in distance education format, Chair/peer observations will include but not be limited to examination of course materials, communication medium, diversity of learning activities and consistency of course content with approved outlines.
(2) Evaluation of other assigned primary duties which are diverse in nature from teaching/advisement will be based on materials and activities appropriate to methods as delineated in I.A.3.

f. **Advisement evaluation (refer to I.A.2.).**

2. **Level II: Highly effective performance in the area of Teaching/ Primary Duties will be evidenced by, but it not limited to, the following:**

a. **An overall rating of Highly Effective on the Special Education Chair observation summary.**

b. **An overall rating of Highly Effective on two Special Education faculty peer observation evaluation summaries including observation forms on which they are based.**

c. **Student evaluations will be appraised by the DPC in a procedure which considers the curriculum and structure of the**

course, the difficulty of the course, the size of the class, whether the course is required or elected, the numerical level of the course, the number of times the faculty member has taught the course, and the faculty member's years in service and rank. For distance education, university procedures for student evaluations of distance education will be followed and these evaluations will be submitted. In rating teaching, student evaluations are considered third in importance with peer and Chair summaries having higher priority.

d. Curriculum revision and/or curriculum development professional products.

e. Distance Education:
(1) In courses taught in distance education format, Chair/peer observations will include but not be limited to examination of course materials, communication medium, diversity of learning activities and consistency of course content with approved outlines.
(2) Evaluation of other assigned primary duties which are diverse in nature from teaching/advisement will be based on materials and activities appropriate to methods as delineated in I.A.3.

f. Advisement evaluation (refer to I.A.2.).

3. Level III: Satisfactory performance in the area of Teaching/Primary Duties will be evidenced by, but is not limited to, the following:

a. An overall rating of Satisfactory on the Special Education Chair observation evaluation summary. (For individuals in their first year a summary based on each observation will be completed by each member of the team. The Department Chair will complete an observation summary based on a minimum of two observations.)

b. An overall rating of Satisfactory of two Special Education faculty peer observation evaluation summaries and the "Approved University Peer Evaluation Form" including observation forms on which they are based.

c. Student evaluations will be appraised by the DPC in a procedure which considers the curriculum and structure of the

course, the difficulty of the course, the size of the class, the number of times the faculty member has taught the course, and the faculty member's years in service and rank. For distance education, university procedures for student evaluations of distance education will be followed and these evaluations will be submitted. In rating teaching, student evaluations are considered third in importance with peer and Chair summaries having higher priority.

d. Curriculum revision and/or curriculum development professional products.

e. Distance Education:
(1) In courses taught in distance education format, Chair/peer observations will include but not be limited to examination of course materials, communication medium, diversity of learning activities and consistency of course content with approved outlines.
(2) Evaluation of other assigned primary duties which are diverse in nature from teaching/advisement will be based on materials and activities appropriate to methods as delineated in I.A.3.

f. Advisement evaluation (refer to I.A.2.)

4. Unsatisfactory performance in the area of Teaching/Primary duties is evidenced by performance that does not meet the evaluation criteria for Level III. Satisfactory.

II. Service

The faculty member should demonstrate service to the department, college, university, community, and profession. Service to the Department (II.A.1.) is expected of a university faculty member and is of primary importance. Service to the college, university, community, and profession are equal in emphasis. The evaluation area of service is greater in relative value than the area of Research/ Creative Activity.

The effectiveness of service will include, but is not limited to, consideration of the following five aspects.

- **The degree of participation appropriate to length of service and rank**
- **The quality appropriate to length of service and rank**
- **The relationship of the service to the faculty member's assigned responsibilities and to the University**

-The extent and nature of leadership
-The extent and nature of international, national, state, regional, or local recognition

A. Evaluation of Service

1. To the Department

a. The faculty member will document participation in and contribution to the department, its majors and maintenance of a quality program.

b. Quality of participation will be addressed by the DPC with consideration of service as appropriate to the faculty member's years in service and rank.

c. Given that the service to the department is first in importance the following is to be considered in the evaluation of department service

1) Superior: Significant service has been earned and in addition leadership, collaboration, and collegiality are demonstrated to promote department goals and program quality. Evidence for superior service to the department may include but is not limited to the following: chairing department committees, advisor of a student organization, representing department in various college, campus, state, or national level roles, fulfilling essential department roles for which credit units are not allocated, writing a report or program proposal for the department, aggregating assessment data, and/ or writing assessment reports or program review reports. These activities or other appropriate service activities should be considered relative to quantity and quality when determining that the service is superior.

2) Significant: Contributions to department and curriculum meetings/ activities, active involvement and support of student events and activities, significant involvement in program development, and completion of unit and department assessments tasks/activities and curriculum related tasks as it relates to course assignments and departmental needs in a timely and comprehensive way.

3) **Satisfactory: Participation in department meetings and activities; attendance at student activities; and attention to course related, departmental, and unit responsibilities.**

4) **Appropriate: attendance at department/student meetings and activities. This rating only applies to faculty in their first year of service.**

5) **Unsatisfactory department service is evidenced by performance that does not meet the evaluation criteria of satisfactory service or for a first year person the level of performance of appropriate.**

2. **To the College**

   a. **The faculty member will document participation in and contribution to the College of Education and Professional Studies and/or the University. Effective service is defined as including, but not limited to, one of the following: College and/or University committees; or other College or University activities relevant to Department goals, including, but not limited to, union duties, responsibilities, and projects.**

   b. **Quality of participation will be addressed by the DPC with consideration of service as appropriate to the faculty member's years in service and rank. Evaluation of quality must address the five aspects of service in II.**

3. **To the community**

   a. **The faculty member will document participation in and contribution to professionally related activities which provide service to the varied communities served by Eastern Illinois University. Effective service is defined as including, but not limited to, one of the following: involvement with public and private schools, community agencies, nonacademic organizations, and governmental agencies; contributing professional expertise to government and community concerns; and advancing the ability of the University to relate teaching and research activities to community concerns; or special contributions.**

   b. **Quality of participation will be addressed by the DPC with consideration of service as appropriate to the faculty member's**

years in service and rank. Evaluation of quality must address the five aspects of service in II.

4. To the profession

a. The faculty member will document participation in and contribution to professional academic organizations and/or professional service groups. Service is defined, but not limited to, one of the following: holding office or committee assignments in professional organizations; editing journals and newsletters; developing/coordinating workshops; or other professional contributions.

b. Quality of participation will be addressed by the DPC with consideration of service as appropriate to faculty member's years in service and rank. Evaluation of quality must address the five aspects of service in II.

B. Categories of materials and activities for evaluation of performance in Service

1. Level I: Superior performance in the area of Service will be evidenced by, but not limited to, the following:

a. Documentation of Department service is Superior; and

b. Documentation of non-Departmental service is

(1) Significant in one of the areas II.A.2-4., or

(2) Satisfactory in two of the areas II.A.2-4.

OR

a. Documentation of Department service is Significant and

b. Documentation of non-Departmental service is Superior in at least one area, II.A.2-4.

2. Level II: Significant performance in the area of Service will be evidenced by, but not limited to, the following:

a. Documentation of Department service is Significant ; and

b. Documentation of satisfactory service in one of the other areas, II.A.2-4.

OR

a. Documentation of Department service is Satisfactory ; and

b. Documentation of significant service in one of the other areas, II.A.2-4.

3. **Level III: Satisfactory performance in the area of Service will be evidenced by, but not limited to, the following: Satisfactory performance at the Department level and satisfactory performance in one other area of service, II.A.2-4.**

4. **Level IV: Appropriate performance in the area of Service will be evidenced by, but not limited to, the following: service to the Department as evidenced by participation in faculty meetings, student and department activities, and participation (or plans to be involved) in the profession. This evaluation level may only be earned by a first year faculty person.**

5. **Unsatisfactory performance in the area of service is evidenced by performance that does not meet the evaluation criteria of satisfactory service or for a first year person the level of performance of appropriate.**

Evaluators may consider achievement in one component, or a subset of components in "Service" to compensate for performance in other components of "Service."

III. Research/Creative Activity

The faculty member must document activity in research/creative activities. Due to the nature of the field of Special Education, collaborative research/creative activities are valued and considered equal to sole authorship or contributions.

A. **The effectiveness of this research/creative activity will include consideration of, but is not limited to, the following:**
   - **The quality and quantity of research/creative activity**
   - **Contributions to the faculty member's discipline or field**
   - **Extent and nature of international, national, state, regional, or local recognition of research/creative activity**
   - **Extent and nature of participation in professional organizations**

1. **The faculty member will document research/creative activity at the local and/or regional and/or state and/or national and/or international level(s).**

2. **The DPC shall evaluate research/creative activity as to the level of quality (satisfactory, significant, superior) of these activities based on the extent and nature of evidence submitted. Consideration will be given to the faculty member's years in service and rank based on, but not limited to, judgments as to extent of contribution(s) to the Department of Special Education and the field of Special Education or related disciplines. Quantity statements in III.B.1., 2., and 3. are**

guidelines. The mere presence of a certain number of activities cannot be the basis for determining performance level.

B. Categories of materials and activities for evaluation of performance in research/creative activity.

Evidence may include, but is not limited to: published research in books, monographs, or chapters of books, textbooks, articles in refereed or other professional journals; creative publications; proposals for grants; presentations of research/creative activity; completed unpublished manuscripts and/or work in progress (documented for qualitative assessment); honors; scholarships; fellowships; serving as a consultant; serving on the editorial board of a journal; creative activities related to union projects; or other professional contributions considered equally acceptable.

1. Level I: Superior performance in the area of Research/Creative Activity will be evidenced by, but not limited to, the following:

a. The extent and nature of evidence submitted (referred to in III.A.1.) indicate that the faculty member's activity in research/creative activity is superior. Evidence should include three items within or across activities listed under III.B.; or an item or items within or across activities listed under III.B. evaluated by procedures in III.B.1.b. as *superior.*

b. The quality of research/creative activity is determined to be superior upon consideration of, but not limited to, the activity, its type and intensity, and examination of the materials submitted.

2. Level II: Significant performance in the area of Research/Creative Activity will be evidenced by, but not limited to, the following:

a. The extent and nature of evidence submitted (referred to in III.A.1.) indicate that the faculty member's activity in research/creative activity is significant.
Evidence should include two items within or across activities listed in III.B.; or a single item from the activities listed under III.B. evaluated by procedures in III.B.2.b. as *significant.*

b. The quality of research/creative activity is determined to be significant upon consideration of, but not limited to, the activity, its type and intensity, and examination of the materials submitted.

3. Level III: Satisfactory performance in the area of Research/Creative

Activity will be evidenced by, but not limited to, the following:

a. **The extent and nature of evidence submitted (referred to in III.A.1.) Indicate that the faculty member's activity in research/creative activity is satisfactory. Evidence must include one of the above items in the activities listed in III.B evaluated by procedures in III.B.3.b as *satisfactory.***

b. **The quality of research/creative activity is determined to be satisfactory upon consideration of, but not limited to, the activity, its type and intensity, and examination of the materials submitted.**

4. **Level IV: Appropriate performance in the area of Research/Creative Activity will be evidenced by appropriate use of research references in class presentations and course syllabi as documented in the peer/Chair evaluation process. This level of performance evaluation may apply only to faculty in their first probationary year.**

5. **Unsatisfactory performance in the area of Research/Creative Activity is evidenced by performance that does not meet the evaluation criteria of satisfactory or for a first year person the level of performance of appropriate.**

Evaluators may consider superior achievement in one component or subset of components of research/creative activities to compensate for performance in other components of research/creative activities.