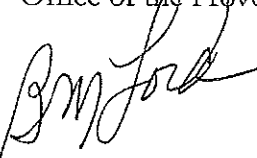


EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

 MEMORANDUM

Blair M. Lord
Provost and Vice President for Academic Affairs

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To: Mary Anne Hanner, Dean, College of Sciences

Date: June 23, 2008

Subject: DAC Revision Approval; Department of Economics

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 January, 2008 (not "Fall 2008" as stated in the opening paragraph of the DAC). As always, any reading of the DAC will be consistent with the *Agreement* or its successor agreement(s).

Other than reorganizing its structure, the DAC is largely unchanged from its previously approved version. I note that the opening paragraph of the DAC makes reference to the "2008-2010 EIU-UPI Unit A or Unit B Agreements" and that the correct reference is to the *2006-2010 EIU-UPI Unit A Agreement* and the *2006-2010 EIU-UPI Unit B Agreement*. With regard to item III.A.4.b), supervision of internship may be considered in the area of service provided that CUs are not assigned for this activity in which case it is more properly considered in the area of teaching/performance of primary duties.

Thank you for your conscientious work during the DAC review and revision process. It is very much appreciated as is the engagement of the Department of Economics in discussion and consideration of the DAC revision. The department is urged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachment: Revised DAC; Department of Economics

cc: Chair, Department of Economics (with attachment)

2008-2010 Departmental Application of Criteria

Department of Economics

Approved by Department: November 30, 2007

Relative Importance of Research/Creative Activity and Service: Teaching/primary duties will be considered the most important of the three areas of evaluation. Research/Creative Activity shall be given greater relative weight than Service in the evaluation of faculty. Annually contracted faculty will be evaluated only in the area of teaching/performance of primary duties. The applicable criteria of performance stated in Article 8.6 of the EIU-UPI Agreement will apply in each area of evaluation. A single activity may not be included in more than one performance area, unless it is clearly indicated how this activity can be divided between the categories. This document will govern evaluation periods commencing in Fall 2008 or later until supplanted. Nothing in this document shall be interpreted in a manner inconsistent with the 2008-2010 EIU-UPI Unit A or Unit B Agreements or their successor agreements. Nothing in this document shall be construed to limit and nothing in this document shall be construed to grant administration rights to uninvited classroom visitation.

I. Teaching/Performance of Primary Duties

A. Categories of Materials and Activities

1. The employee must document teaching effectiveness for the undergraduate and/or graduate classroom, as well as small-group and/or individual instruction as appropriate. Indicators of teaching effectiveness include:
 - a) Student Course Evaluations
 - (1) Student course evaluations shall be conducted each academic term in each of the faculty member's sections (exception: course evaluations shall not be required for sections assigned intra-semester due to faculty reassignment). Student evaluations should be conducted during the last 2 weeks of the semester, or as required to meet the calendar of personnel actions as published by the VPAA.
 - (2) Student course evaluations must include the approved University core evaluation items and the approved Department of Economics core* evaluation items. Items which refer to both the technological and pedagogical aspects of distance learning shall be included in student course evaluations for distance learning courses.
 - (3) The student course evaluation forms will be distributed, collected, and returned to the Department Office by a student, and tabulated by the Academic Assessment and Testing Center. The faculty member shall not be in the room while students are completing evaluation forms. The collection of student course evaluations for distance education courses will conform with university policy once established.
 - (4) The faculty member is responsible for maintaining copies of all student evaluation summaries to be used in evaluation portfolios and shall provide

* for distance education courses the Department of Economics core will be modified so as to exclude the question My instructor speaks audibly and clearly.□

copies to evaluators upon request. Student evaluation summaries should be kept for the duration of any applicable evaluation period.

b) Peer and Chair Evaluations

- (1) Each candidate for retention, promotion, tenure and professional advancement increase shall invite a peer from among the tenured faculty members of the Department of Economics and the chair to visit a class at a time(s) agreed upon by the candidate and the visitor(s).
- (2) For tenure-track faculty, at least one classroom visitation by a peer and at least one visitation by the chair should be conducted each year. Tenured faculty applying for promotion or a Professional Advancement Increase should arrange for at least two classroom visitations from the chair and two classroom visitations from a peer during the evaluation period.
- (3) For annually-contracted faculty members, classroom visitations will be conducted by the chair each year.
- (4) For sections that are technology-delivered, granting access to the password restricted areas of the course can be substituted for classroom visitation.
- (5) It is the faculty member's responsibility to arrange for these classroom visits. If a mutually agreeable time for the chair's visit cannot be determined, the faculty member will select a date and time for the classroom visit and give the chair at least two weeks notice of the scheduled classroom visit.
- (6) Classroom peer evaluations must use the approved university peer evaluation form. Peer evaluators will provide a copy of the completed evaluation form to the Chair with a copy to the candidate. Additional peer review and comment may also be submitted.

c) Other Documentation

- (1) The faculty member may submit other materials in support of teaching effectiveness such as samples of course syllabi, examinations and class materials, teaching awards or recognition and contributions to the development or revision of curriculum. Such material is particularly encouraged in so far as it pertains to i)Application of technology in the teaching and learning process; ii)Participation on an interdisciplinary, interdepartmental and/or intercollegiate basis; iii)Participation in instructional and/or outreach activities including student engagement and mentoring, recruitment, or off-campus instruction.
- (2) Faculty responsible for academic advisement will be evaluated by the Chair through an advisee survey pertaining to the advisor's effectiveness.

2. Relative Importance

- a) The peer (Unit A) and chair (Units A and B) evaluations, appended material, and the student evaluations (both statistical summaries of the student course evaluations and any written comments provided by students) will be used to evaluate the faculty member's abilities in the following areas:
 - (1) execution of assigned responsibilities,
 - (2) command of the subject matter,
 - (3) ability to organize, analyze, and present material.
 - (4) ability to encourage and interest students,
 - (5) oral English proficiency.
- b) Specific questions on the University and Department cores for the student

course evaluations will be used to evaluate these particular abilities.

- c) Other materials submitted by the faculty member will be considered in the evaluation process, but these may be given less importance than the peer and Chair reports of classroom visitations and the student evaluations.

B. Method of Evaluation

1. Evaluators will review the student evaluation summary tabulations, the completed chair and peer evaluation forms and other materials submitted. Members of the DPC (Unit A) may discuss any of these items with the faculty member. Based on these sources of information, each faculty member will be evaluated as having attained the following level of overall teaching performance: (1) unsatisfactory. (2) satisfactory, (3) highly effective. (4) superior.
2. In assessing teaching effectiveness, evaluators shall consider such factors as 1) the size of the class; 2) the level of the class (lower division, upper division, graduate); 3) required or elective status; 4) whether the students are primarily majors in economics, business, or some other discipline; 5) innovative technique and course development; and 6) application of technology in the teaching and learning process. Reference to both the technological and pedagogical aspects of distance learning shall be made for distance learning assignments reviewed by peers and the chair.
3. Because of the variety of circumstances that affect statistical summaries of the student course evaluations, no minimum scores are specifically required to document superior, highly effective, or satisfactory teaching performance. Typically, median scores on the University and Department core items of the student course evaluations that are (i) 4.0 and above indicate superior teaching, (ii) 3.6 and above indicate highly effective teaching, and (iii) 3.2 and above indicate satisfactory teaching. These scores serve only as basic guidelines for the faculty member and the evaluators to improve consistency across different departmental personnel committees. In applying these guidelines, evaluators shall recognize that factors outside the faculty member's control, such as those listed in I.B.2 above, may adversely affect student evaluations. In applying these guidelines, evaluators shall also recognize that some desirable teaching methods and traits, such as experimental and innovative techniques and writing-intensive instruction, may also adversely affect student evaluations.

II. Research/Creative Activity

A. Categories of Materials and Activities

1. The following item(s) are typically viewed as indicators of Superior research activity
 - a) Book publication, authored or co-authored;
 - b) Article publication in refereed journals and/or books, authored or co-authored;
 - c) Grants originating outside the University, or grants awarded by the Council on Faculty Research obtained for the conduct of research;
 - d) A University-level award for research;
 - e) Presentation of research/creative activities to international, national or regional conference/meetings;
2. The following item(s) are typically viewed as indicators of Significant research activity
 - a) Grants originating from sources within the University obtained for the conduct of research, excluding CFR grants above;
 - b) Presentation of research/creative activities to state or university conference/meetings;
 - c) Writing a published review of a book or textbook;
 - d) Acting as a discussant or chair at an international, national, or regional profes-

sional meeting

3. The following item(s) are typically viewed as indicators of Satisfactory or Appropriate research activity
 - a) Acting as a discussant or chair at a state or university conference or professional meeting;
 - b) Dissertation research;
 - c) Continued attendance at national, regional, or statewide conferences and professional meetings;
 - d) Presentation to the department's Faculty Seminar.
4. The items enumerated above should not be considered to be an exhaustive list. It is rather an illustrative list of some of the possible forms of materials and activities that a faculty member may submit. Other activities and documents may be submitted and will be considered on an individual basis according to their perceived merits relative to the enumerated items. Items that may be evaluated, depending upon their individual characteristics, as evidence of either superior, significant, appropriate or satisfactory research activity include but are not limited to the following
 - a) Article publication in journals other than refereed;
 - b) Book publication, authored or co-authored, self-published;
 - c) Unpublished manuscripts and/or research/creative activity work in progress;
 - d) Acting as a consultant to a private or government body;
 - e) Participation in legal proceedings as an expert witness;
 - f) Publication in government documents;
 - g) Written reports for private or government agencies, institutions or other bodies;
 - h) Acting as a reviewer or referee for journals;
 - i) Creating technologies to improve the teaching and learning process;
 - j) Reports prepared for the University Professionals of Illinois may be taken as evidence of research/creative activity or , more often, as evidence of service depending on the intellectual depth and creativity involved
 - k) Acting as a reviewer for books and textbooks may be taken as evidence of research/creative activity or , more often, as evidence of service depending on the intellectual depth and creativity involved;
 - l) Public lectures of personal research;
 - m) Invitations to participate in restricted conferences;
 - n) Other.

B. Method of Evaluation

1. All members of the DPC will review and discuss documentation of research/creative activity submitted by a candidate. The DPC may request that the candidate submit representative written statements as to the quality of the materials from peers within or external to the department but related to the discipline.
2. Based on the sources of information listed above and other material that the faculty member may provide, each faculty member will be evaluated as having attained the following level of performance with respect to Research/Creative Activity: (1) unsatisfactory, (2) appropriate — applicable only during the first probationary year —, (3) satisfactory, (4) significant. (5) superior.
3. For the purposes of promotion or professional advancement increase, either the quantity of the research evidenced by the submitted materials or the quality of the research evidenced by the submitted materials may be judged sufficient to warrant the indicated category.

III. Service

A. Categories of Materials and Activities

1. The following item(s) are typically viewed as indicators of Superior service activity
 - a) Faculty participation in the governance of the university;
 - b) Holding office or committee assignments in professional organizations;
 - c) Editing of journals;
 - d) Membership on the editorial board of a journal
 - e) Membership by appointment to councils, standing committees, and special assignment groups (at the university level);
 - f) A University-level award for service.
2. The following item(s) are typically viewed as indicators of Significant service
 - a) Membership by appointment or election on councils, standing committees, and special assignment groups (at the college level);
 - b) Advisement of student organizations;
 - c) Public lectures on basic economic concepts.
3. The following item(s) are typically viewed as indicators of Satisfactory or Appropriate service
 - a) Membership by appointment or election on councils, standing committees, and special assignment groups (at their department level).
4. Other activities and documents may be submitted and will be considered on an individual basis according to their perceived merits relative to the enumerated items. Items that may be evaluated, depending upon their individual characteristics, as evidence of either superior, significant, appropriate or satisfactory service activity include but are not limited to the following
 - a) Service on non-academic organizations and governmental agencies;
 - b) Supervision of internship program;
 - c) Acquisition of funds for student-support programs or other university-related activities;
 - d) Services rendered to the University Professionals of Illinois;
 - e) Community Service
 - f) Providing substantial technological support or training to colleagues;
 - g) Reports prepared for the University Professionals of Illinois may be taken as evidence of service if it has not already been deemed creative/research activity under II.A.4.j);
 - h) Acting as a reviewer or referee for journals, books and textbooks may be taken as evidence of service if it has not already been deemed creative/research activity under II.A.4.k);
 - i) Other.
5. For the purposes of promotion or professional advancement increase, either the quantity of the service evidenced by the submitted materials or the quality of the service evidenced by the submitted materials may be judged sufficient to warrant the indicated category.
6. The above enumerated items should not be considered an exhaustive list. They are rather illustrative of some of the possible forms of materials and activities that a faculty member may submit.

B. Methods of Evaluation

1. All members of the DPC will review and discuss documentation of service submitted by a candidate. With the knowledge and consent of the faculty member, the DPC may request representative written statements as to the quality of the service from other

professional persons involved in the service activity(ies) documented by the faculty member, and may discuss the materials with the faculty member.

2. Based on the sources of information listed above, each faculty member will be evaluated as having attained the following level of performance with respect to service: (1) unsatisfactory, (2) appropriate — applicable only during the first probationary year — , (3) satisfactory, (4) significant, (5) superior.