



February 19, 2020

To: A. Vietto, Chairperson

From: J. Gatrell, Provost

CC: J. Hood, AVP
A. Shelton, Dean

RE: 2020 DAC Revisions

I am writing to thank the department for submitting 2020 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.

While the edits may appear to be limited, the impact of the revisions are significant. Indeed, I am especially appreciative of the thoughtful comments on course evaluations and commitment to advancing a holistic assessment of classroom effectiveness. Additionally, I note the clarifying language in the introductory paragraph to Section II—as well as the formal recognition of public digital scholarship.

DEPARTMENT APPLICATION OF CRITERIA

Department of English

(Document approved by the Department on December 4, 2019, and by the Chair on January 14, 2020. Accepted by the Office of Academic Affairs on February 19, 2020.)

Evaluation of English Department faculty for purposes of retention, promotion, tenure, and Professional Advancement Increase shall be based upon BOT/UPI criteria in the three performance areas. In order of importance, the performance areas are (1) Teaching/Performance of Primary Duties, (2) Research/Creative Activity, and (3) Service.

CATEGORIES OF MATERIALS AND ACTIVITIES CONSIDERED APPROPRIATE BY PERFORMANCE AREAS, RELATIVE IMPORTANCE OF MATERIALS/ACTIVITIES, AND METHODS OF EVALUATION TO BE USED:

The items listed below are to be considered illustrative and not exhaustive. To the extent that it is possible to make such distinctions, the lettered items under each of the evaluation categories are listed in order of importance. At the same time, the English Department recognizes the diversity of its faculty members' areas of specialization, methodologies, and assigned responsibilities, and values the resulting diversity of faculty members' activities in all three evaluation categories.

Annual evaluation of Unit B faculty will be conducted in accordance with Article 8.1 of the Unit B Agreement. Additional materials may be provided in support of an application for a Performance-Based Increase, as specified in Article 10 of the Unit B Agreement.

ORGANIZATION OF PORTFOLIOS:

Front Matter: The Office of the Provost and Vice President of Academic Affairs will supply instructions early in the Fall semester concerning the applicant's arrangement of such front matter as the Department Application of Criteria, "Assignment of Duties" forms, curriculum vitae, and content summary. Front matter stipulated by the VPAA's office is to be followed by the "Supplementary Personnel Data Sheets" the applicant has submitted annually to the English Department chair during the period under review.

The Evaluation Portfolio: Documentation supplied for each of the three evaluation categories should be labeled in accordance with the listing of the applicable DAC items below. The applicant may choose to include a narrative that summarizes or provides further context for the documentation included in any section.

CONSULTATION WITH DPC CHAIR:

Faculty members are encouraged to consult with the DPC chair concerning performance expectations for each of the three evaluation categories. Questions concerning portfolio arrangement, contents, and appropriate DAC-labeling of documentation should also be referred to the DPC chair.

After the DPC and Department chair have completed and forwarded their evaluations of portfolios submitted by applicants for retention, promotion, tenure, or Professional Advancement Increase, applicants are encouraged to meet with the DPC chair to discuss the DPC's evaluation and recommendation.

I. TEACHING/PERFORMANCE OF PRIMARY DUTIES: Items A-B are equally weighted.

A. **Teaching:** Items 1-3 are equally weighted and, as a whole, are first in importance in the evaluation of teaching.

1. **Course Materials:** The applicant should submit syllabi and samples of such materials as assignments, bibliographies, electronic and print resources, and exams.
2. **Chair and Peer Evaluations:** Observations of tenured/tenure-track faculty will be conducted, with advance notice, by the Department chairperson and a tenured/tenure-track member of the department chosen by the faculty member (1) during the fall semester of his/her first year of teaching in the Department, (2) in the semester preceding fifth-year retention review, (3) in the semester preceding his/her application for tenure, promotion, or Professional Advancement Increase, and (4) at any other time the instructor requests such an observation. Class observations will be placed in the context of the instructor's objectives for the course as delineated in the syllabus and in other course materials the instructor elects to supply to the observer. In addition, an instructor may invite a colleague to observe his/her class and write an evaluation for inclusion in the portfolio. Unit B faculty will be observed each year by the Department chairperson or composition director.

In the case of technology-delivered classes, tenured/tenure-track faculty will invite the chair and a tenured/tenure-track member of the department chosen by the instructor to examine the course materials, resources, and student work available online at a time of the instructor's choice.

3. **Student Evaluations:** The Department form is to be used by both Unit A and Unit B faculty in all classes, every Fall and Spring semester. In addition to department forms, Purdue Cafeteria or instructor-designed forms may be used. Student evaluations must establish that all teaching personnel speak the English language clearly.

Instructors will deliver the student evaluation forms to their classes, appoint a student in each class to administer the forms, then absent themselves from the classroom until the procedure has been completed. Student appointees will distribute and collect the forms and deliver them

in a sealed envelope to the central English office. Instructors will see evaluation results only after final course grades have been submitted. In their evaluation portfolios, instructors must include statistical summaries of the submitted evaluation results. If instructors choose to include comments for a particular class, they may use the comments as reported by Testing and Evaluation, and they must include all comments for that class.

In the case of technology-delivered classes, students will use the secure, confidential online student course evaluation that is available from Testing and Evaluation.

Course evaluations are a necessary opportunity for students to communicate with the University about their experience in classes. Nonetheless, substantial research demonstrates that student evaluations are often influenced by factors other than the quality of instruction, notably the race, gender, and sexual orientation of the instructor; the perceived level of difficulty of the course; and the mandatory or elective nature of the course. In addition, online courses typically receive a low rate of return on evaluations, for reasons unrelated to the quality of instruction. Thus, in using student evaluations to assess the performance of faculty, the Department considers student ratings holistically and with care, mindful of their potential shortcomings.

4. **Teaching Awards.**

Other Primary Duties:

- B. Directorship of Composition, Undergraduate Studies, Graduate Studies, or Writing Center; Assistant Directorship of Writing Center; Directorship of English Education; Coordination of Student Internship; Advising (documentation will include a list of advisees' names and a summary of advisees' responses to the Department's Academic Advisement Student Evaluation Form), and other primary duties. (Directors, Assistant Director, and Coordinator may offer pertinent constituent groups an opportunity to evaluate their performance; documentation will include a summary of the results of such evaluations.)

To the extent that is possible to make such distinctions, the items below are listed in order of importance.

- C. Direction of Honors Theses, M.A. Theses, and M.A. Exams; Direction of Independent Study or Undergraduate Research/Creative Activity Grants; Participation in the Graduate Teaching Assistant Mentoring Program.

- D. Curriculum Development (includes enhancing or developing programs, planning and proposing new courses, and developing other materials for the support of the Department's mission, including online courses or components).
- E. Organization and Recruiting as Instructor for a Study Abroad Course.
- F. Serving on Exam and Thesis Committees.
- G. Mentoring Undergraduate Students in Applying for Undergraduate Research/Creative Activity Grants or in conjunction with a University mentoring program (Honors, TRIO, etc.).
- H. Other Activities related to Teaching/Primary Duties.

II. RESEARCH/CREATIVE ACTIVITY: To the extent that it is possible to make such distinctions, the items below are listed in order of importance. In assessing the items below, however, the DPC will take into account the candidate's rationale for claiming a higher importance for particular activities, as well as such factors as the scope, complexity, impact, and circulation of the material.

- A. Publication (includes work as principal editor) in Print or Electronic Media of Books, Monographs, Articles, Journals, or Creative Works. The selectivity and prestige of publication venues will be taken into account.
- B. Presentation of Lectures or Papers; Performance or Reading of Creative Works; Participation in Panels; Facilitation/Direction of Workshops or Seminars; Organization or Direction of Conference Sessions.
- C. Book Reviews and Professional Writing Publications.
- D. Receipt of Advanced Scholarships, Fellowships, Grants, Awards, or Honors. External grants will have higher consideration and value than internal grants.
- E. Online Public Intellectual Work: contributions to professional listservs, blogs, social media, etc., that demonstrate one's academic expertise and its impact.
- F. Research/Creative Activity under Consideration for Publication or Presentation.
- G. Research/Creative Works in Progress.
- H. Evidence of impact of scholarly/creative work, including but not limited to reviews, citations, translations, and performances.
- I. Work as Consulting Editor, Referee, or Academic Consultant.

J. Writing for Local Media (drama reviews, book reviews, film reviews, etc.); Presentations before Local Groups.

K. Other Research/Creative Activity.

III. SERVICE: All faculty members share the responsibility of participating in service activities and department events. Attending at least some department-sponsored events is expected each semester. To the extent that it is possible to make such distinctions, the items below are listed in order of importance. In evaluating the quality of the applicant's documentation for any of the items, however, the DPC will take into account such factors as the scope, complexity, and duration of the activity. Items A, B, and C are equally weighted and, as a whole, are first in importance in the evaluation of service.

A. Chairperson/Member of University or College Committee, UPI Executive Board Officer, Officer or Program Planner in Professional Society.

B. Chairperson/Member of Department Committee.

C. Participant in University or College Task Force or ad hoc Committee, Leadership in UPI, RSO advising.

D. Recipient of Awards related to Service.

E. Participant in Student Recruitment and Retention, for example, teaching in English Studies Camp.

F. Mentoring (University Faculty Mentoring Program, Department Faculty Mentoring Program, Trio Program, etc.).

G. Organizer of Department-Related Activities.

H. Participant in Department Activities (invited readers and speakers, English Studies Student Conference and events sponsored by English Club, Sigma Tau Delta, faculty colloquia, etc.).

I. Service Related to Faculty Member's Expertise or Services Advancing the Mission of the University.

J. Sponsor of Extra-Departmental University Activity.

- K. Judge for English-Related Competitions/Exercises for Area Schools and Organizations.
- L. Participant in UPI Activities.
- M. Participant in Community Service.
- N. Other Service.