



February 21, 2018

To: J. Dietz, Chairperson

From: J. Gatrell, Provost

CC: M. Kattenbraker, AVP
J. Lord, 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.

2018-2020 EIU-UPI Unit A Agreement
 Revised 11-30-18
 Health Promotion: Departmental Application of Criteria
 Categories of Materials and Activities Considered Appropriate by
 Performance for Tenured and Tenure Track Faculty

I. Teaching/Performance of Primary Duties

Methods of evaluation for evaluation performance of Unit B faculty will follow the same guidelines as for Unit A faculty.

A. Methods

1 Peer/Chair Evaluations

- a. A minimum of two course evaluations per year, one of which may be a technology delivered course. If a faculty member is assigned more than one technology delivered course per year (excluding summer) then at least one of the technology delivered courses must be evaluated.
- b. Faculty must have a minimum of one evaluation conducted by the HPR chair and one Unit A peer evaluation.
- c. Evaluations must be completed during the designated evaluation time period and submitted on the appropriate departmental Peer/Chair Review Form.

2 Student Evaluations

- a. A minimum of two courses per academic year with at least one representative from each semester assigned
- b. Must include the approved University core and the approved Department of Health Promotion core
- c. Evaluative comments from students – if student comments are submitted, all the student comments from any one section must be included. Another Health Promotion faculty member or a selected student must proctor student evaluations and the faculty being evaluated must not be in the room at the time of evaluation. Student evaluations may NOT be conducted during Final Exam week.

3 All materials submitted shall be evaluated both quantitatively and qualitatively. Evaluators have the opportunity to recognize the extent to which outstanding achievement in one component or subset of components may potentially compensate for apparent shortcomings in other categories.

4 Other materials deemed pertinent for the evaluation process may be submitted for consideration.

SATISFACTORY performance requires all of the following:	HIGHLY EFFECTIVE performance requires all of the following:	SUPERIOR performance requires all of the following:
<ul style="list-style-type: none"> 1. Peer/Chair Evaluations at a SATISFACTORY or above level 2. Student Evaluations – No minimum scores are specifically required to document 	<ul style="list-style-type: none"> 1. Peer/Chair Evaluations –at a HIGHLY EFFECTIVE or above level. 2. Student Evaluations – No minimum scores are specifically required to document 	<ul style="list-style-type: none"> 1. Peer/Chair Evaluations –at the SUPERIOR or above level. 2. Student Evaluations – No minimum scores are specifically required to document

<p>SATISFACTORY teaching performance. Typically, mean scores on the University and Department core items of the Purdue evaluations that are 3.2 and above indicate SATISFACTORY teaching. These scores serve only as basic guidelines.</p> <p>3. At least one syllabus which follows university and departmental criteria, from a course taught during the review period.</p> <p>4. At least two items from Group A, B, or C from the <i>Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties</i> (Table 1).</p>	<p>SATISFACTORY teaching performance. Typically, median/mean scores on the University and Department core items of the Purdue evaluations that are 3.6 and above indicate HIGHLY EFFECTIVE teaching. These scores serve only as basic guidelines.</p> <p>3. At least one syllabus which follows university and departmental criteria, and demonstrates HIGHLY EFFECTIVE course organization from a course taught during the review period.</p> <p>4. At least two items from Group B or C from the <i>Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties</i> (Table 1).</p>	<p>SATISFACTORY teaching performance. Typically, median/mean scores on the University and Department core items of the Purdue evaluations that are 4.0 and above indicate SUPERIOR teaching. These scores serve only as basic guidelines.</p> <p>3. At least one syllabus which follows university and departmental criteria, and demonstrates SUPERIOR course organization from a course taught during the review period.</p> <p>4. At least two items from Group C from the <i>Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties</i> (Table 1).</p>
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B. Relative Importance

- 1 Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties are listed in Table 1 below.
- 2 Classroom evaluation by peers and the Department Chair will be considered above student evaluations, but all three will be considered the most important with considerations given to such factors as the difficulty of the course, class size, whether the course is required or elective, and mode of delivery.
- 3 No order of priority is given to the remaining statements listed within each level.

Table 1: Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties	
GROUP A: SATISFACTORY	<ol style="list-style-type: none"> 1. Creative activities/materials developed for classroom use. 2. Examples of course assignments, activities, and examinations. 3. Professional development activities to enhance performance of primary duties.
GROUP B: HIGHLY EFFECTIVE	<ol style="list-style-type: none"> 1. Evaluative comments from students demonstrating HIGHLY EFFECTIVE performance. 2. Mentoring of student projects. 3. Academic Advising Evaluation using approved departmental evaluation forms at HIGHLY EFFECTIVE. 4. Internship Supervision Evaluation using approved departmental evaluation forms HIGHLY EFFECTIVE. 5. Evaluation of teaching ability by professional peers at the HIGHLY EFFECTIVE level. 6. Supervision of independent studies. 7. Nominations for awards for teaching excellence. 8. Activities related to curriculum revision and development. 9. Participation on an interdisciplinary, interdepartmental and/or intercollegiate basis (i.e. Giving presentations to classes other than those of primary responsibility). 10. Participation in workshops, seminars, webinars, or institutes to develop teaching skills. 11. Applying for student travel grants for activities.
GROUP C: SUPERIOR	<ol style="list-style-type: none"> 1. Awards or special commendations for teaching excellence. 2. Awards for mentoring students.* 3. Serving on thesis committees and/or honors thesis outside of the discipline. 4. Serving as a faculty advisor for a graduate project and/or a graduate independent study. 5. Receipt of monies for curriculum development or enhancement of teaching. 6. Student mentoring activities including accompanying students to conferences and facilitating student involvement with professional organizations. 7. Development of and/or participation in study abroad and national student exchange activities. 8. New course development, modifying existing courses or developing technology delivered courses. 9. Achieving/maintaining appropriate professional certification such as CHES, ARC, etc. 10. Travel grants received to support student activities. 11. Awards or special commendations for teaching excellence. 12. For Unit B Faculty ONLY: service on a college or University committee pertaining to the student learning experience, including but not limited to academic advising, student success, Student Standards, and professional development.

*Faculty may not use the same award in both Teaching/Performance of Primary Duties AND Research/Creative Activity in one evaluation period. Awards cannot be double counted.

II. Research/Creative Activity

A. Methods

- 1 Documentation shall be reviewed in regard to relative quality, quantity and relevance of the efforts to the faculty member’s area of expertise and primary duties.
- 2 All materials submitted shall be evaluated both quantitatively and qualitatively.
- 3 Evaluators have the opportunity to recognize the extent to which outstanding achievement in one component or subset of components may potentially compensate for apparent shortcomings in other categories.
- 4 Other materials deemed pertinent for the evaluation process may be submitted for consideration.

SATISFACTORY performance	SIGNIFICANT performance	SUPERIOR performance
Minimum of two items from Group A, B, or C from Table 2: <i>Categories of materials and activities appropriate for the evaluation of Research/Creative Activity</i> per year during the evaluation period.	Minimum of two items from Group B or C from Table 2: <i>Categories of materials and activities appropriate for the evaluation of Research/Creative Activity</i> per year during the evaluation period.	Minimum of two items from Group C from Table 2: <i>Categories of materials and activities appropriate for the evaluation of Research/Creative Activity</i> per year during the evaluation period.

B. Relative Importance

- 1 Categories of materials and activities appropriate for the evaluation of research/creative activities are listed in Table 2 below.
- 2 Evaluation of research/creative activity will include consideration of:
 - a. The quality and quantity of research/creative activity in health and safety studies
- 3 Items within groups Categories A, B, and C, in Table 2 are not listed by relative importance.

Table 2. Categories of materials and activities appropriate for the evaluation of Research/Creative Activity	
GROUP A SATISFACTORY	<ol style="list-style-type: none"> 1. Professional development activities to enhance research skills 2. Attendance at a seminar, workshop, webinar, conference, or convention at the regional, state, or national level deemed pertinent to the faculty member’s academic area 3. Evidence of active engagement in research activities 4. Progress toward the completion of a doctoral thesis/dissertation.
GROUP B SIGNIFICANT	<ol style="list-style-type: none"> 1. Presenting a public lecture based upon research expertise 2. Contributions to professional practice through papers, reports, or participation in committees/organizations, panels, creating a professional journal, etc., related to the disciplines of health promotion or health administration. 3. Non-peer-reviewed publications, including website materials, review papers, and development of audio/visual materials in conjunction with

	<p>research/creative activities, etc., related to the disciplines of health promotion or health administration.</p> <ol style="list-style-type: none"> 4. Serving on the editorial board of a refereed professional publication related to the disciplines of health promotion or health administration. 5. Writing a published review of a book or textbook related to the disciplines of health promotion or health administration. 6. Submission of a research/creative activity grant application related to the disciplines of health promotion or health administration. 7. Collaboration with an undergraduate/graduate student on a research project. 8. Grants awarded from sources within the University for the development, execution, or presentation of research related to the disciplines of health promotion or health administration. 9. Completion of dissertation research.
<p>GROUP C SUPERIOR</p>	<ol style="list-style-type: none"> 1. Awards or special commendations for research excellence. 2. Nominations (other than self-nominations) for prestigious/significant awards for research excellence. 3. Published research in peer-reviewed books, monographs, or professional journals related to the disciplines of health promotion or health administration, as author or coauthor. 4. Research-oriented or applied professional consultation related to the Departmental curriculum and/or the discipline of health education/promotion or health administration. 5. Collaboration with an undergraduate/graduate student on a research project that results in a presentation/publication. 6. Receiving undergraduate/graduate research awards for collaboration with students. * 7. Presentation of research activities at health promotion- or health administration-related professional meetings or webinars at the state, national, and/or international level. 8. Poster presentation pertinent to professional expertise related to health promotion or health administration at a regional, state, national or international conference or webinar 9. Serving as editor of a refereed professional publication related to the disciplines of health promotion or health administration with appropriate documentation of activity. 10. Completion of a dissertation. 11. Serving as referee or juror for professional presentations related to the disciplines of health promotion or health administration. 12. Grants awarded outside the university, or grants awarded by the Council on Faculty Research for the development, execution, or presentation of research related to the disciplines of health promotion or health administration. 13. Citation in published works.

*Faculty may not use the same award in both Teaching/Performance of Primary Duties AND Research/Creative Activity in one evaluation period. Awards cannot be double counted.

III. Service

A. Methods

- 1 Documentation shall be reviewed in regard to relative quality, quantity and relevance of the efforts to the faculty member's area of expertise and primary duties.
- 2 All materials submitted shall be evaluated both quantitatively and qualitatively.
- 3 Evaluators have the opportunity to recognize the extent to which outstanding achievement in one component or subset of components may potentially compensate for apparent shortcomings in other categories.
- 4 Other materials deemed pertinent for the evaluation process may be submitted for consideration

SATISFACTORY performance	SIGNIFICANT performance	SUPERIOR performance
Minimum of two items from Group A, B, or from Table 3: <i>Categories of materials and activities appropriate for the evaluation of Service activities</i> per year during the evaluation period.	Minimum of two items from Group B or C from Table 3: <i>Categories of materials and activities appropriate for the evaluation of Service activities</i> per year during the evaluation period.	Minimum of two items from Group C from Table 3: <i>Categories of materials and activities appropriate for the evaluation of Service activities</i> per year during the evaluation period.

B. Relative Importance

- 1 Categories and activities appropriate for the evaluation of service activities are listed in Table 3 below
- 2 Evaluation of service activity will include consideration of:
 - a. The quality and quantity of service activity in health and safety studies
 - b. The extent and nature of national, state, or local recognition of service activity
 - c. The extent and nature of participation in professional organizations.
- 3 Items within groups Categories A, B, and C, in Table 3 are not listed by relative importance

Table 1: Table 1. Categories of materials and activities appropriate for the evaluation of service	
GROUP A SATISFACTORY	<ol style="list-style-type: none"> 1. Attendance at departmental/college meetings 2. The sharing of professional expertise and skills related to the disciplines of health promotion or health administration outside the classroom setting.

	<ol style="list-style-type: none"> 3. Service to university or community programs and activities. 4. Serving on departmental committees. 5. Professional development activities to enhance service opportunities and skills related to the disciplines of health promotion or health administration.
GROUP B SIGNIFICANT	<ol style="list-style-type: none"> 1. Assist with student organizations. 2. Involvement with local, state, regional or national organizations related to the disciplines of health promotion or health administration. 3. Inventory and/or maintain equipment/supplies for Department. 4. Service on departmental committees with documentation of significant activity.
GROUP C SUPERIOR	<ol style="list-style-type: none"> 1. Awards or special commendations for service contributions related to the disciplines of health promotion or health administration. 2. Nominations (other than self-nominations) for significant/prestigious awards for service contributions related to the disciplines of health promotion or health administration. 3. Involvement in Departmental student recruitment activities. 4. Serving on college/university committees. 5. Serving in a leadership capacity on departmental/college/university committees. 6. Serving in a leadership capacity on a local, state, regional or national professional organizations related to the disciplines of health promotion or health administration. 7. Faculty advisor to the departmental health honorary (Eta Sigma Gamma). 8. Professional participation and contribution to community-wide organizations related to the disciplines of health promotion or health administration. 9. Service as a professional consultant related to the disciplines of health promotion or health administration to community organizations. 10. University representative to local, state, regional or national organization.

APPENDIX A
 Eastern Illinois University
 College of Health and Human Services
 Department of Health Promotion
APPROVED UNIVERSITY PEER/CHAIRPERSON EVALUATION FORM

In accordance with Article 8.3.a.(3) (a) of the *Agreement*, I have reviewed the teaching/performance of primary duties of _____ within the following course _____, on _____ and considered the following items upon which I have commented and offered examples:
 [additional pages may be attached as needed]

In addition to a narrative description, please use the following scale to respond to the statements below:

5 Strongly agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree		
1. Command of subject matter or discipline	5	4	3	2	1	
2. Oral English proficiency (as mandated by Illinois Statute)	5	4	3	2	1	
3. Ability to organize knowledge or material for teaching and learning	5	4	3	2	1	
4. Ability to analyze knowledge or material	5	4	3	2	1	
5. Ability to present knowledge or material for teaching and learning	5	4	3	2	1	
6. Ability to encourage and interest students in the learning process	5	4	3	2	1	

Overall I would rate this instructor's teaching as _____

Signature: _____ Date: _____

Evaluator: _____

APPENDIX B
 Eastern Illinois University
 College of Health and Human Services
 Department of Health Promotion
CHAIR: COORDINATOR/ADVISOR EVALUATION FORM

Evaluation of: _____ Role: _____

Date: _____

5 Strongly agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree				
1. The overall process for enrolling in program are clear to the student at the beginning of the process.				5	4	3	2	1
2. The processes are easy to follow throughout the program.				5	4	3	2	1
3. Online materials follow a consistent navigational structure.				5	4	3	2	1
4. The coordinator/advisor is available/accessible to students				5	4	3	2	1
5. The coordinator/advisor engages with students.				5	4	3	2	1
6. The coordinator/advisor conducts outreach related to the program.				5	4	3	2	1
7. Materials related to the program are easily available.				5	4	3	2	1
8. The coordinator/advisor is available to instructors/supervisors /preceptors/advisors.				5	4	3	2	1
Total								

Superior (36+)	Highly Effective (32-35)	Satisfactory (28-34)	Unsatisfactory (27 and below)
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Comments:

Evaluator: _____ Date: _____

Signature: _____

APPENDIX C
 Eastern Illinois University
 College of Health and Human Services
 Department of Health Promotion
STUDENT: COORDINATOR/ADVISOR EVALUATION FORM

5 Strongly agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree				
1. The overall process for enrolling in program are clear to the student at the beginning of the process.				5	4	3	2	1
2. The processes are easy to follow throughout the program.				5	4	3	2	1
3. Online materials follow a consistent navigational structure.				5	4	3	2	1
4. The coordinator/advisor is available/accessible to students				5	4	3	2	1
5. The coordinator/advisor engages with students.				5	4	3	2	1
6. The coordinator/advisor conducts outreach related to the program.				5	4	3	2	1
7. Materials related to the program are easily available.				5	4	3	2	1
8. The coordinator/advisor is available to instructors/supervisors /preceptors/advisors.				5	4	3	2	1
Total								

APPENDIX D
 Eastern Illinois University
 College of Health and Human Services
 Department of Health Promotion
PEER/CHAIRPERSON EVALUATION FORM: TECHNOLOGY DELIVERED COURSES

Instructor: _____

Course: _____ Date: _____

5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
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1. The overall design of the course, including online and face-to-face (in the case of hybrid courses) components such as navigational information and course, instructor, and student information, is made clear to the student at the beginning of the course.	5	4	3	2	1
2. A current and comprehensive syllabus is provided.	5	4	3	2	1
3. A consistent navigation structure is followed and navigational instructions make the organization of the course easy to understand.	5	4	3	2	1
4. Learning objectives are clearly stated and understandable to the student.	5	4	3	2	1
5. The grading policy is transparent and easy to understand.	5	4	3	2	1
6. Instructional materials are appropriate to the online environment, and are easily accessible to and usable by the student.	5	4	3	2	1
7. Learning activities are linked to and promote the achievement of the learning stated objectives	5	4	3	2	1
8. Learning activities foster instructor-student, content-student, and if appropriate, student-student interaction.	5	4	3	2	1
9. Assessment criteria are clear, available to the student	5	4	3	2	1
10. Student work is clearly being evaluated according to the stated assessment criteria.	5	4	3	2	1
11. The face-to-face, electronic, and online course components are accessible to all students	5	4	3	2	1
12. The course design prompts the instructor to be present, active, and engaged with the students.	5	4	3	2	1
Total Score:					

Superior (54+)	Highly Effective (48-53)	Satisfactory (42-47)	Unsatisfactory (Below 42)
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Comments:

Signature: _____ Date: _____

APPENDIX E

Eastern Illinois University
College of Health and Human Services
Department of Health Promotion

STUDENT EVALUATION: TECHNOLOGY DELIVERED COURSES

5 Strongly agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree					
1. The overall design of the course, (including online and face-to-face in the case of hybrid courses) is made clear at the beginning of the course.	5	4	3	2	1				
2. A consistent navigation structure is followed and navigational instructions make the organization of the course easy to understand	5	4	3	2	1				
3. The instructor was present, active, and engaged with the students throughout the course.	5	4	3	2	1				
4. I understand how my grades are assigned	5	4	3	2	1				
5. The way my instructor organized materials online worked well for me.	5	4	3	2	1				
6. The instructor provided meaningful feedback on my work in a timely manner.	5	4	3	2	1				
7 Activities and assignments make sense and are linked to the objectives of the course.	5	4	3	2	1				
Total Score:									

APPENDIX F

Eastern Illinois University
College of Health and Human Services
Department of Health Promotion

STUDENT EVALUATION FOR FACE TO FACE

5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
1. I understand easily what my instructor is saying.	5	4	3	2	1
2. My instructor has an effective style of presentation	5	4	3	2	1
3. My instructor seems well prepared for class.	5	4	3	2	1
4. My instructor displays enthusiasm when teaching.	5	4	3	2	1
5. My instructor makes good use of examples and illustrations.	5	4	3	2	1
6. The grading system was clearly explained.	5	4	3	2	1
7. Assignments are related to the goals of this course.	5	4	3	2	1
	5	4	3	2	1