



February 25, 2019

To: D. Hendrickson, 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.

DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND CRIMINOLOGY
Departmental Application of Criteria
2018-2022

Evaluations of faculty members in the Department of Sociology, Anthropology, and Criminology, for the purpose of retention, tenure, promotion, or professional advancement increases, shall be based on three performance areas: (1) Teaching/Performance of Primary Duties, (2) Research/Creative Activity, and (3) Service. Clear and concise documentation of activities in the evaluation period is to be placed in the most appropriate performance area of the portfolio. A single activity shall not appear in more than one performance area, unless division of the activity is clearly explained and justified. This Department of Sociology, Anthropology, and Criminology Departmental Application of Criteria (DAC) is the basis of the performance evaluation, reflects the dynamics of the department's culture and accommodates an evaluation of faculty members' expectations by, and contributions to the department, the university, and the profession. In that regard, "purposes of evaluation are to judge the degree of effectiveness of an employee's performance, to identify areas of strength and weakness, and to improve employee performance" (8.1.a - Unit A; 8 - Unit B), encouraging pursuit of the higher-order activities valued by the culture and the tradition of the department.

Categories of materials and activities listed in the DAC represent extended but not exhaustive examples for evaluation of departmental members, and all categorical activities are listed in order of their relative importance.

I. Categories of materials and activities considered appropriate, by performance area and relative importance of materials and activities.

A. Teaching/Performance of Primary Duties

1. Categories of Materials and Activities

a. Student Evaluations

- i. Faculty course evaluation results using the university-approved instrument. Any alternative instrument must contain both the university and departmental core items. All faculty members (tenured, tenure-track, annually contracted; full-time, part-time) will ensure that student course evaluations are conducted in all courses taught in each academic term using the university-approved instrument. Faculty have the option of including student evaluations conducted during summer terms. Evaluations are not recommended in courses with an enrollment of a single student owing to the impossibility of maintaining the anonymity of the student.
- ii. Inclusion of written comments by students is at the discretion of the faculty member. If comments are included, all comments from all courses taught during the evaluation period must be included.

- iii. Completed evaluations will be returned immediately to the departmental office to be sealed and delivered in a timely manner to Testing Services by either the chair or the departmental secretary. All evaluations must be conducted within the last two weeks of each semester, unless administratively mandated otherwise.
 - iv. Student course evaluations must be administered by a faculty member other than the instructor of record or office manager in the Department of Sociology, Anthropology, and Criminology unless the chair approves of an alternative, including university-approved online Purdue Evaluation System.
- b. Each Unit A faculty member seeking retention or tenure will invite the chair and a tenured faculty member of the department to visit at least one class during the current evaluation period. These visitors shall provide written evaluation using the Approved University Peer Evaluation Form. If multiple visits and written evaluations are conducted during the current evaluation period, then all completed evaluations must be included in the faculty member's portfolio.

Each Unit B faculty member seeking reappointment will invite the chair and a tenured faculty member of the department to visit at least one class each calendar year during the current evaluation period. These visitors shall provide written evaluation, using the Approved University Peer Evaluation Form. All completed evaluations during the current evaluation period must be included in the faculty member's portfolio.

Each Unit A faculty member seeking promotion to full professor or Professional Advancement Increase (that requires a full evaluation) will invite the chair and a tenured faculty member of the department to visit at least 3 classes from different semesters during the multiple-year evaluation period. These visitors shall provide written evaluation, using the Approved University Peer Evaluation Form. All completed evaluations during the current evaluation period must be included in the faculty member's portfolio.

Teaching evaluations by tenured faculty members (of the department), chair, and student evaluations carry equal weight (i.e. 1/3, 1/3, 1/3) for both Unit A and Unit B faculty.

- c. Course related documents, including all syllabi and other representative teaching materials (e.g. handouts and PowerPoint slides)
- d. Supplemental materials and activities
 - i. Thesis committee chair
 - ii. Thesis committee member
 - iii. Supervise independent study/student research
 - iv. Contribution to the department via curriculum revision, course development, and/or technology-delivered instruction (web courses)
 - v. Study abroad

- vi. Service learning
- vii. Experiential learning opportunities (e.g. guests speakers and field trips)
- viii. Participation in interdisciplinary, interdepartmental, intercollegiate, and off-campus instruction
- ix. Student advisement or similar activities (e.g., 4 + 4 teaching)
- x. Continuing education to enhance teaching skills or substantive areas
- xi. Teaching award(s)/honor(s) from international, national, regional, state, local, and/or campus organizations

2. Relative Importance

Items above are listed in order of relative importance.

B. Research/Creative Activity

1. Categories of Materials and Activities

- a. Peer-reviewed Publications and Grants (accepted, in-press, or published)
 - i. Peer-reviewed books and edited volumes
 - ii. Peer-reviewed journal articles and book chapters
 - iii. Grants and contracts awarded from international, national, regional-level entities (e.g. NSF, NIH, and NIJ)
- b. Non-peer-reviewed research products (e.g. articles, book chapters, book reviews, technical reports, and creative activities (e.g. documentary films, museum exhibits, and performances)
- c. Papers presented at international, national, and regional meetings
- d. Grants and contracts awarded from state-level entities
- e. Papers presented at state meetings
- f. Grants and contracts awarded from local and/or campus-based entities
- g. Papers and presentations for local and/or campus-based organizations
- h. Grants applied for, at any level, unsuccessful
- i. On-going research
- j. Continuing education to enhance research skills
- k. Research award(s) and honor(s) from international, national, regional, state, local, and/or campus organizations

2. Relative Importance

Items listed above are in order of relative importance.

C. Service

1. Categories of Materials and Activities

- a. Serving in a leadership position for an international, national, regional, or state organization

- b. Serving in a leadership position for a university council/committee
- c. Chair/leadership on departmental committee
- d. Serving on a committee of a national or regional organization
- e. Serving on a university council/committee
- f. Serving as an advisor or sponsor of a student organization
- g. Serving on departmental committees
- h. Paper sessions organized, chaired or discussed at national, regional, or state meetings
- i. Reviewing/refereeing manuscripts for publication, professional organizations, and grants
- j. Seminars, workshops, or consulting provided
- k. Serving as a member with professional expertise on community and/or public committees
- l. Reviewing and editing manuscripts of colleagues
- m. Continuing education to enhance or learn service skills
- n. Service award(s) and honor(s) from international, national, regional, state, local, and/or campus organizations

2. **Relative Importance**

Items listed above are in order of relative importance.

II. Methods of Evaluation to be Used, by Performance Area

A. Teaching/Performance of Primary Duties

Using the criteria and methods described below, a faculty member's teaching/performance of primary duties will be evaluated as either superior, highly effective, satisfactory, or unsatisfactory.

All members of the Departmental Personnel Committee (DPC) and the chair of the department will independently review the documentation of teaching/performance of primary duties submitted by the candidate. These reviewers may request written statements addressing the quality of teaching/primary duties from peers and professionals within and outside the department who are familiar with the candidate's performance.

a. **Student Evaluation**

For all student course evaluations or other identically-scaled evaluation instrument, a statistical summary (mean of medians) shall be submitted with each course evaluation conducted along with the global mean of the medians across all courses for the evaluation period. Such ratings by themselves are not absolute and are not sufficient for evaluation but are further evaluated within the context of classroom visitation reports, teaching materials, and other demonstration of primary duties.

In assessing student evaluations of teaching effectiveness, evaluators shall consider such factors as: size of class, response rate, the level of the class (lower division, upper division), required or elective status of class, number of writing intensive classes, whether students are primarily majors in sociology and/or criminology, and, innovative pedagogical techniques and new course development. Reference to both the technical and pedagogical aspects of distance learning shall be made for distance learning assignments reviewed by the chair and a tenured faculty member of the department.

The DPC and the chair, independently, will review the student summary tabulations of Unit A faculty and may discuss them with the faculty member. At the departmental level, only the chair receives and reviews Unit B evaluations, and may discuss them with the faculty member.

b. Classroom Visitation Reports

Teaching will be evaluated using the Approved University Peer Evaluation Form. Each visitation report shall evaluate the faculty member's effectiveness in teaching/primary duties as unsatisfactory, satisfactory, highly effective, or superior.

c. Course Related Documents and Teaching Materials

All Unit A and Unit B faculty are expected to provide representative course materials for courses which students have evaluated or in which a classroom visitation has taken place. Faculty are also encouraged to contextualize their teaching through a personal narrative describing their teaching efforts over the evaluation period.

Relative to Unit A faculty, members of the DPC will review the materials in conjunction with their review of student course evaluations of teaching and classroom visitation reports. At the departmental level, only the chair will review the course-related documents of Unit B faculty.

d. Supplemental materials and activities

i. Thesis committee chair

All Unit A faculty serving as the chair of a student thesis committee are expected to provide materials and/or documents reflecting such activities.

ii. Thesis committee member

All Unit A and Unit B faculty serving as a member on a student thesis committee are expected to provide materials and/or documents reflecting such activities.

iii. Supervise independent study/student research

All Unit A and Unit B faculty supervising independent study and/or student research activities are expected to provide materials and/or documents reflecting such activities.

- iv. Contribution to the department via curriculum revision/development and/or technology-delivered instruction (web courses)

Any faculty member directly involved in substantial course revision, coordination with other courses for purposes of sequencing, or course development shall submit appropriate documentation enabling assessment of such activity. More broadly-based revision of the sociology, anthropology, and/or criminology curriculum occurring by way of the department curriculum committee should be reported and documented under service.

- v. Study abroad

All Unit A and Unit B faculty engaged in study abroad programming are expected to provide materials and/or documents reflecting such activities.

- vi. Service learning

All Unit A and Unit B faculty engaged in service learning activities are expected to provide materials and/or documents reflecting such activities.

- vii. Experiential learning opportunities

All Unit A and Unit B faculty using experiential learning activities are expected to provide materials and/or documents reflecting such activities.

- viii. Participation in interdisciplinary, interdepartmental, intercollegiate, and off-campus instruction

All Unit A and Unit B faculty involved in such cross-disciplinary, team activities related to teaching are expected to submit their student course evaluations and their course-related documents, as detailed in II.A.a. above.

- ix. Student advisement or similar activities (e.g. 4 + 4 teaching)

All Unit A and Unit B faculty are expected to provide documentation for student advisement and similar activities.

- x. Continuing education to enhance teaching skills

All Unit A and Unit B faculty are expected to provide summary contents and performance indicators as documentation for continuing education taken to enhance teaching skills.

- xi. Teaching award(s)/honor(s) from international, national, regional, state, local, and/or campus organizations

All Unit A and Unit B faculty are expected to provide appropriate materials as documentation for any teaching awards or honors earned during the evaluation period.

TEACHING PERFORMANCE UNIT A AND UNIT B FACULTY

*Level I: Evidence of **satisfactory performance** in the area of teaching/primary duties will be based upon, but is not limited to, the following:

1. Faculty course evaluation reports from the university-approved instrument or identically-scaled alternate instrument of all assigned classes in the evaluation period with a global mean of the medians of at least 3.00. If the faculty includes written comments by students, then all written comments by students for all classes for the evaluation period must be included.
2. Classroom visitation reports indicating attainment of the satisfactory level of overall teaching performance.
3. Evidence of satisfactory teaching, as evaluated by the chair and DPC, with examples of activities from II.A.d. above.

*Level II: Evidence of **highly effective performance** in the area of teaching/primary duties will be based upon, but is not limited to, the following:

1. Faculty course evaluation reports from university-approved instrument of all assigned classes in the evaluation period with a global mean of the medians of at least 3.50. If the faculty includes written comments by students, then all written comments by students for all classes for the evaluation period must be included.
2. Classroom visitation reports indicating attainment of the highly effective level of overall teaching performance.
3. Evidence of highly effective teaching, as evaluated by the chair and DPC, with examples of activities from II.A.d. above.

*Level III: Evidence of **superior performance** in the area of teaching/primary duties will be based upon, but is not limited to, the following:

1. Faculty course evaluation reports from university-approved instrument of all assigned classes in the evaluation period with a global mean of the medians of at least 4.00. If the faculty includes written comments by students, then all written comments by students for all classes for the evaluation period must be included.
2. Classroom visitation reports indicating attainment of the superior level of overall teaching performance.
3. Evidence of superior teaching, as evaluated by the chair and DPC, with examples of activities from II.A.d. above.

B. Research/Creative Activity

Using the criteria and the following materials, a faculty member will be evaluated as having achieved superior, significant, satisfactory, or unsatisfactory performance in research/creative activity.

All members of the DPC and the chair of the department will independently review the creative work and the documentation of research activity submitted by the candidate. These reviewers may request written statements as to the quality of the material from peers and professionals within and outside the department, with the knowledge and consent of the candidate, and may discuss the creative work/research with the candidate. Reviewers may consider the potential impact of teaching load on research/creative activity.

RESEARCH/CREATIVE ACTIVITY

*Level I. Evidence of **satisfactory performance** in the area of research/creative activity is indicated by the annual performance of at least one activity from b-k on the list in I.B.1. above.

*Level II. Evidence of **significant performance** in the area of research/creative activity is indicated by the annual performance of at least two activities from b-k on the list in I.B.1. above. For tenure, promotion, and professional advancement increase (PAI), significant accomplishments must include at least one activity from category a on the list in I.B.1. above, and other activities from b-k. Special consideration can be given by the chair and DPC for exceptional achievement in any category (a-k) on the list in I.B.1. above.

*Level III. Evidence of **superior performance** in the area of research/creative activity is indicated by the annual performance of at least one activity from category a on the list in I.B.1 above. For tenure, promotion, and PAI's, superior accomplishments must include at least two activities from category a on the list in I.B.1 above, and other activities from b-k. Special consideration can be given by the chair and DPC for exceptional achievement in any category a-k on the list in I.B.1. above

C. Service

Using the criteria and the following materials, a faculty member will be evaluated as having achieved superior, significant, satisfactory or unsatisfactory performance in service.

All members of the DPC and the chair of the department will independently review the documentation of service activities submitted by the candidate. These reviewers may request written statements addressing the quality of service from peers and professionals within and

outside the department who are familiar with the candidate's service. Reviewers may give further consideration to the potential impact of teaching load on service.

SERVICE PERFORMANCE

*Level I. Evidence of **satisfactory performance** in the area of service is generally indicated by the annual performance of at least three activities in categories d-n on the list in I.C.1. above.

*Level II. Evidence of **significant performance** in the area of service is generally indicated by the annual performance of six activities from categories d-n on the list in I.C.1. above. For tenure, promotion, and PAI's, significant accomplishments should include an average of six activities from the categories listed in I.C.1. for each year of the evaluation period. Special consideration can be given by the chair and DPC for exceptional achievement in any category (a-n) on the list in I.C.1. above (e.g. considerable service at the national or regional level; achievement award from national organization, etc.).

*Level III. Evidence of **superior performance** in the area of service is generally indicated by the annual performance of nine activities from categories on the list in I.C.1. above, at least one activity must come from categories a-c. For tenure, promotion, and PAI's, superior accomplishments should include an average of nine activities from the categories listed in I.C.1. above, each year for the evaluation period, two of which must come from categories a-c. Special consideration can be given by the chair and DPC for exceptional achievement in any category a-n on the list in I.C.1. above (e.g. considerable service at the national or regional level; achievement award from national organization, etc.).

III. Relative Importance of Research/Creative Activity and Service

The department considers research/creative activity and service having equal importance.

IV. For Unit A faculty applying for retention in a given year, tenure, promotion, or PAI, evaluation criteria must be met at the level of performance as specified in Section 8.6 of the 2018-2022 EIU-UPI Unit A agreement. For Unit B faculty, evaluation criteria must be met at the level of performance as specified in Section 8.1 of the 2018-2022 EIU-UPI Unit B agreement.

Departmental Approval: December 3, 2018