



February 25, 2019

To: C. Eyd-Beebe, 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.

Departmental Application of Criteria

Department of World Languages and Cultures

Date Approved by Department: January 14, 2019

Evaluation of the faculty of the Department of World Languages and Cultures for purposes of retention, promotion, or tenure will be based on the EIU-UPI contract and on University criteria in the three performance areas of: (1) Teaching/Performance of Primary Duties, (2) Research/Creative Activity, (3) Service.

The Department Personnel Committee (DPC) will review both documentation of and quality assessment of such activity submitted by a candidate. The DPC may request written statements as to the quality of the material from other professionals involved in the activity with the knowledge and consent of the candidate. Further elaboration of methods and procedures of evaluation may be found in section II, "Methods of Evaluation to be Used by Performance Area" beginning on p. 9 of this document.

In the evaluation of annually contracted employees, the Chair and the Dean will use only items in III.A. "Satisfactory" #1-2, 4; "Highly Effective" #1-6; "Superior" #1, 3-9, 11.

I. Methods of Evaluation to be Used by Performance Area

The entire Department Personnel Committee (DPC) and all other contractually prescribed evaluators shall evaluate all materials submitted by each faculty member. The DPC alternate shall serve as the third member of the DPC when evaluating DPC members or in circumstances where it may be deemed inappropriate for a given DPC member to evaluate a faculty member. The DPC or other contractually prescribed evaluators may, wherever applicable, require supporting evidence in every performance area as outlined below. An interview may be requested by either the DPC or the candidate being evaluated for purposes of clarification. Methods shall be considered illustrative and not exhaustive.

Items explicitly listed for one performance standard may be considered "exceptional" and thus used to qualify for a higher performance standard if the quality or quantity of the work justifies such an exception.

A. Teaching / Performance of Primary Duties

1. Probationary tenure-track faculty must submit student course evaluations from at least two classes per fall and spring semesters. Unit A faculty with tenure must submit student evaluations from a least one class per fall and spring semesters, and Unit B faculty must submit student evaluations from all classes taught. Evaluation by larger four and/or three semester hour classes is encouraged, when

such classes are included in the instructor's teaching load. Student evaluations submitted by applicants for retention, promotion, and/or tenure shall be representative of the teaching assignments of the faculty member.

Student evaluations shall be documented by the use of the Departmental or Purdue Evaluation Form. Questions will concern various aspects of classroom performance.

The instructor selects a student to monitor the student evaluations process but is absent from the classroom during that time. When the class has finished, the designated student collects the evaluations, seals them in the marked envelope and delivers it to the Department Office Manager. If in a given course a question does not apply, the instructor may ask students to omit that question.

Copies of the reports shall be given to the Department Personnel Committee (DPC), Chair, and faculty member and shall become a part of the materials used in the process of evaluating an employee for the purposes of retention, promotion, or tenure.

In compliance with State requirements, for those courses in which English is the language of instruction a question will be added which rates the instructor's command of the English language.

2. **Tenured faculty** applying for promotion or a Professional Advancement Increase must submit a minimum of one evaluation based on a classroom observation from within the two years preceding the application from the Chair and at least one from a peer who is a tenured or tenure-track faculty member in the Department of World Languages and Cultures. Faculty seeking promotion or PAI's are strongly encouraged to go beyond these minimum requirements and submit multiple classroom observations from across the stipulated evaluation period.

Probationary faculty must submit at least one evaluation each year based on a classroom observation from the Chair and at least one each year from a tenured or tenure-track faculty member in the Department of World Languages and Cultures.

Unit B faculty seeking retention must submit yearly evaluations based on a classroom observation by the Chair (peer evaluations are optional).

In all cases of classroom observations for evaluation, the candidate and the Chair shall arrange a mutually acceptable hour. They will also arrange for visitation by one or more of the candidate's peers with such person or persons being acceptable to both the Chair and the candidate. Additional evaluations from peers outside the Department or University may be considered. All peer and Chair evaluations based on classroom observation shall become part of the evaluation portfolio.

3. In order to evaluate the quality of advising, an advisor may require advisees to complete a questionnaire pertaining to the advisor's effectiveness. Questions will focus on relevant areas such as availability for consultation, allowing sufficient time for discussion of academic concerns, grasp of the advisement system, and over-all satisfaction with assistance. Provision will be made for additional comments and the advisor's name will be identified on the questionnaire. The questionnaires will be forwarded to the Chair and made available to the DPC for use in the evaluation process.

B. Research / Creative Activity

1. Evidence of research activity and/or publication must be submitted. This may include titles, reprints or the actual publication. Work in progress must be detailed in writing with information regarding anticipated completion.
2. Participation in conferences, webinars, workshops and other similar endeavors must be documented.
3. Travel abroad related to individual expertise must be documented and some explanation given as to the relationship to that area.
4. Additional comments and evaluation from University peers and/or other qualified scholars may be requested by the DPC, the Chair or other contractually prescribed evaluator.
5. All evidence submitted will be considered and evaluated quantitatively and qualitatively.

C. Service

1. A list of contributions must be submitted for consideration.
2. All evidence submitted will be considered and evaluated quantitatively and qualitatively.
3. For qualitative analysis, the candidate may furnish statements concerning the nature of the contribution and the relevance to the goals of the Department and/or University.
4. Priority will be given to service that: a) contributes to recruitment, retention, and visibility for the Department and University; b) results in high-impact student experiences both inside and outside of the classroom; or c) promotes the study of World Languages and forms relationships in communities beyond our campus.

II. Relative Importance of Research / Creative Activity and Service

The Department of World Languages considers Service of more importance than Research / Creative Activity.

III. Categories of Materials and Activities Considered Appropriate by Performance Area and Relative Importance of Materials/Activities

A. Teaching/Performance of Primary Duties

Categories of materials and activities appropriate for the evaluation of Teaching/Performance of Primary Duties are grouped below in levels demonstrating the order of their relative importance. Items shall be considered illustrative and not exhaustive. All activities for which CU's are assigned, with the exception of CU's assigned for Research or Service under the current UPI contract, shall fall under this rubric.

Satisfactory Performance in the area of Teaching / Performance of Primary Duties includes, but is not limited to, the following criteria:

1. Positive written evaluations by Chair (Unit B) or by Peers and Chair (Unit A) based on classroom observations, and a mean score of 3.2 or higher for the general rating of the instructor or the average of all other appropriate items from student course evaluations. At least one evaluation from a peer who is a tenured or tenure-track faculty member in the Department of World Languages must be included. In assessing student evaluations, mitigating factors will be considered, such as the size of the class, the teaching load of the instructor, whether the class was required or elective, whether the course was taught for the first time by the instructor, as well as other factors suggested by review of representative course materials.
2. Creation of appropriate course materials. Course syllabi should be prepared in compliance with CAA Syllabus Policy.
3. Evidence of student advisement appropriate to this level.
4. Relevant travel or residence in an area where the target language is spoken. Applicants shall submit a report of tangible accomplishments as a result of the travel that are relative to a performance area.
5. Evidence of satisfactory performance of duties other than teaching for which CU's have been assigned.

Highly Effective Performance in the area of Teaching / Performance of

Primary Duties includes all of the above criteria, plus:

1. Positive evaluations by peers and Chair based on classroom observations, and a consistent mean score of 3.8 or higher for the general rating of the instructor or the overall average of all other appropriate items from student course evaluations. In assessing student evaluations, mitigating factors will be considered, such as the size of the class, the teaching load of the instructor, whether the class was required or elective, whether the course was taught for the first time by the instructor, as well as other factors suggested by review of representative course materials.
2. Generally favorable written comments by students on student evaluations.
3. Course work or workshops taken that provide training in the application of technology to the teaching and learning process with the goal of enhancing traditional course delivery and/or providing the knowledge and skill base needed to deliver course material in part or whole by electronic means.
4. Significant improvement of existing courses to be delivered in a face-to-face format, including use of web-based or Internet technology, or in an online format.
5. Delivery of existing courses with a service-learning or other integrative-learning experience.
6. Delivery of existing interdisciplinary, interdepartmental or intercollegiate courses.
7. Evidence of student advising appropriate to this level.
8. Evidence of highly effective performance of duties other than teaching for which CU's have been assigned.

Superior Performance in the area of Teaching / Performance of Primary

Duties includes all of the above criteria, plus:

1. Generally positive evaluations by peers and Chair based on classroom observations, and a consistent mean score of 4.2 or higher for the general rating of the instructor or the overall average of all other appropriate items from student course evaluations. In assessing student evaluations, mitigating factors will be considered, such as the size of the class, the teaching load of the instructor, whether the class was required or elective, whether the course was taught for the first time by the instructor, as well as other factors suggested by review of representative course materials.
2. Carrying and effectively executing a significant advising load.

3. Evidence of sustained involvement in activities described in Level II.
4. Developing auxiliary language materials for use in courses taught at the University judged appropriate and of professional quality by peers (software, audio and/or video materials, etc.).
5. Creation of a course or section of a course on an interdisciplinary, interdepartmental or intercollegiate basis.
6. Creation of a course with a service-learning or other integrative-learning experience.
7. Teaching in off-campus sites included on the Assignment of Duties.
8. Creation of short- or long-term study abroad courses / programs, including curriculum development, budget, site visits to prospective partner institutions abroad, planning of on-site extra- and co-curricular activities, recruitment and promotion.
9. Supervision of Independent Study, Cadet Teachers, Internships, and Honors theses.
10. Evidence of superior performance of duties for which CU's have been assigned.
11. Development of new courses to be delivered in a face-to-face, including use of web-based or Internet technology, or in an online format.

B. Research / Creative Activity

Categories of materials and activities appropriate for the evaluation of Research / Creative Activity are grouped below in levels. Items are not ranked and shall be considered illustrative and not exhaustive:

Appropriate Performance in the area of Research / Creative Activity is limited to first-year tenure track faculty, and includes the following criteria:

1. Giving evidence of suitable planning for research/creative activity.
2. Membership in professional associations.

Satisfactory Performance in the area of Research / Creative Activity includes, but is not limited to, all of the above criteria, plus:

1. Giving evidence of a work in progress (essays, stories, poems, translations, reviews, etc.). Documentation should be in as much detail as possible in order to provide a basis for qualitative assessment.
2. Travel abroad that is functionally related to this performance area. Applicants shall submit a report of tangible accomplishments as a result of the travel that are relative to research/creative activity.
3. Keeping abreast of current bibliography and reading journals and selected longer works in one's field. Evidence of bibliographies of self-guided study shall be developed in as much detail as possible.
4. Research involved in preparing a course within the faculty's specialty/research area that the faculty member is teaching for the first time.
5. Attending a professional conference, workshop, or webinar.
6. Training to familiarize with most recent proficiency guidelines of the American Council on the Teaching of Foreign Languages and towards certification to administer Oral Proficiency Interviews.
7. Serving as invited guest lecturer or resource person for another department.
8. Self-study related to preparing teacher education students for Illinois State Content Area Exam.

Significant Performance in the area of Research / Creative Activity includes all of the above criteria, plus:

1. Reading an original work at a conference sponsored by a professional association or institution.
2. Presenting or offering workshops on pedagogy or teaching methodology at conferences sponsored by professional associations or institutions.
3. Having translations of less than article length published.
4. Consultative activity involving cultural, linguistic or scholarly knowledge, including translating and interpreting services.
5. Chairing (a) session(s) at meetings of professional conferences.

6. Having a review of a book published.
7. Attending multiple professional conferences, workshops, or webinars.
8. Residence abroad that is functionally related to this performance area. Applicants shall submit a report of tangible accomplishments as a result of the residence abroad that are relative to a performance area.
9. Development of language materials (computer programs, Web-based instructional materials, audio and video materials, etc.) for language teaching and courses and/or distribution to colleagues at other institutions including high schools.
10. Submission of evidence of applying for grants to fund a research project from an internal source.
11. Appropriate course work in pedagogy, literature, language studies or other area relevant to teaching or performance of primary duties.

Superior Performance in the area of Research / Creative Activity includes all of the above criteria, plus:

1. Having original creative or scholarly work published in refereed journals or books of the language profession or related area.
2. Having translations of articles or books published.
3. Participation in multiple panel discussions in conferences.
4. Research done to supervise undergraduate research in an independent study course or honors thesis.
5. Doing editorial work for university or trade presses.
6. Development of language materials (computer programs, Web-based instructional materials, audio and video materials, etc.) recognized by peers knowledgeable in the field as being of very high quality and worthy of marketing.
7. Research done to prepare a new course in an area outside the faculty's specialty / research area.
8. Becoming a certified OPI evaluator.
9. Acting as a peer reviewer or referee for a scholarly journal.

10. Receiving grants for study in specialized areas of research, including the application of technology to the teaching and learning process. The acquisition of external grants shall be given greater weight than those of internal origin.
11. Publishing multiple reviews of books.
12. Reading multiple original works at conferences sponsored by professional organizations or institutions.
13. Research related to maintaining accreditation from Council for the Accreditation of Educator Preparation.
14. Development of original course texts which are to be used as primary or secondary course texts.
15. Presenting extensive and/or multiple workshops on pedagogy or teaching methodology at conferences sponsored by professional associations or institutions.
16. Sustained exceptional contribution of activities listed in Level III, to be evaluated qualitatively.
17. Submission of evidence of applying for grants to fund a research project from an external source.

C. Service

Categories of materials and activities appropriate for the evaluation of Service are grouped below in levels. Items are not ranked and shall be considered illustrative and not exhaustive. When evaluating Service, the following shall be taken into consideration:

a) the level of participation (e.g., chairing a committee, significant duties on a sub-committee); b) the degree of commitment involved in the task (i.e., extensive interaction and mentoring with students in a student group when serving as faculty sponsor); c) the quality of the work produced as a result.

Appropriate Performance in the area of Service. This level is limited to first-year tenure track faculty. Appropriate Service may be evidenced by contribution to any of these items:

1. Membership on a Department committee.
2. Staffing the Department table at an Admissions or other event that promotes World Language study, such as Open House or Foundations Day.
3. Attendance of Department-sponsored events that promote World Languages

and cultures.

Satisfactory Performance in the area of Service may be evidenced by, but not be limited to, the following:

1. Occasional participation in recruitment activities.
2. Administering placement exams, exams for credit, or proficiency exams for fulfillment of the World Language requirement.
3. Member of the Department Personnel Committee or other departmental committees.
4. Membership in any University council, committee or subcommittee.
5. Occasional pro bono translation or interpreting services.

Significant Performance in the area of Service may be evidenced by, but not limited to, the following:

1. Frequent participation in recruitment activities.
2. Participation in activities that promote the study of World Languages and cultures.
3. Advising a Recognized Student Organization that requires somewhat frequent interaction with student members.
4. Mentoring of a student group in an official or unofficial capacity.
5. Participation in other Student Life activities that provide high-impact experiences through close faculty-student interactions.
6. Participation in community, state, national or international organizations or institutions that fulfill the University's goal of promoting good relations between the University and the public.
7. Holding an office in a professional organization or national honor society that requires some interaction with other members.
8. Developing a placement exam, exam for credit, or a proficiency exam for fulfillment of the foreign language requirement.
9. Sustained or extensive promotion and recruitment for Study Abroad programs.

10. Frequent pro bono translation or interpreting services.

Superior Performance in the area of Service may be evidenced by, but not limited to, the following:

1. Sustained or extensive participation in recruitment activities, including leadership roles.
2. Sustained or extensive participation, including leadership roles, in activities that promote the study of World Languages and cultures.
3. Advising a Recognized Student Organization that requires extensive mentoring and frequent interaction and collaboration with student members.
4. Sustained or extensive mentoring of a student group in an official or unofficial capacity.
5. Sustained participation in other Student Life activities that provide high-impact experiences through close faculty-student interactions.
6. Evaluating schools for CAEP (NCATE) or other accrediting organizations.
7. Demonstrating a record of accomplishment (through extensive work on a sub-committee or service on executive board) on a university committee, especially one with a significant impact on World Language students or faculty (such as the International Education Committee, curriculum committees, Making Excellence Inclusive committee).
8. Serving on departmental committees with a demonstrated record of accomplishment.
9. Holding an office in a professional organization or national honor society that requires frequent interaction with other members.
10. Sustained or extensive pro bono translation or interpreting services.
11. Sustained or extensive participation in community, state, national or international organizations that fulfills the University's goal of promoting good relations between the University and the public.
12. Assuming leadership responsibility for and delivery of Study Abroad programs, including pre-travel orientation meetings.
13. Sustained service to Union, such as holding an office.