

To: Dr. Jill Bowers, Acting Chair, Department of Human Services

From: Ryan C. Hendrickson, Provost

Date: June 24, 2024

Cc: Brad Tolppanen, AVPAA

John Storsved, Dean, College of Health and Human Services

I am writing to thank the Department of Human Services for submitting the 2024 revisions to the Departmental Application of Criteria. As required by the EIU-UPI agreement, I have reviewed the materials and am pleased to approve the revised DAC..

Please note that with this approval the revised DAC is now in effect. Unit A faculty members who elect to be evaluated under the previous Departmental Application of Criteria must give notice to the Chair, Dean, and Provost prior to October 1, 2024 (Article 8.7.f.3).

The current Departmental Application of Criteria are available at: <https://www.eiu.edu/acaffair/DACnew.php>

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**Guiding Principles**

1. Items contained under Categories of Materials and Activities and Methods of Evaluation to be used for evaluation in the School Evaluation Criteria shall be considered illustrative and not exhaustive or conclusive.
2. Faculty may include additional items in any category at the level they deem appropriate.
3. Items within each level of Teaching/Performance of Primary Duties, Research/Creative Activity, and Service are NOT presented in priority order.
4. Research and Creative Activity and Service are considered of equal importance in the evaluation of faculty performance.
5. Quality of activities, as well as quantity, will be an important consideration. Documentation supporting the quality of activities may come from internal or external sources.
6. Primary duties other than teaching will be evaluated based on the goals and objectives for assigned responsibilities (e.g., graduate coordinator, laboratory coordinator).
7. Teaching/Performance of Primary Duties load, including the number of courses taught per semester, number of students per course, diversity of course type and delivery, and undergraduate or graduate level shall be considered.
8. Professional development activities could include, but are not limited to, academic coursework, seminars, webinars, and workshops.
9. Select high-impact learning activities are highlighted throughout the DAC. Documentation of other high-impact learning experiences can be placed in the most applicable category and at the appropriate level.

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I. Methods of Evaluation

A. Duties of HS Personnel Committee

1. The HS Personnel Committee will review and discuss documentation as submitted by the faculty member of their performance in the following areas: teaching/performance of primary duties, research and creative activity, and service. Members of the HS Personnel Committee may request additional supportive materials and/or conference to discuss materials with the faculty member.

B. Chair Evaluations

1. Once each evaluation period the Chair will visit (face-to-face or virtually) a course of each faculty member. This visit will yield a signed, written evaluation, based on the approved University Chair Evaluation form, of the faculty member's teaching effectiveness.

C. Peer Evaluations

1. Once each evaluation period a tenured peer will visit (face-to-face or virtually) a course of each faculty member. This visit will yield a signed, written evaluation, based on the approved University Peer Evaluation form, of the faculty member's teaching effectiveness.

D. Student Evaluations

1. All faculty will conduct student evaluations (in print or online) in both the fall and spring semesters, using the approved HS evaluation form which includes the approved University core items.
2. Per the contract, all faculty are responsible for maintaining copies of all student evaluations to be used in evaluation portfolios and shall provide copies to evaluators upon request. Student evaluations should be kept for the duration of any applicable evaluation period.
3. The subjective comments expressed on the student evaluation forms shall be reviewed by the evaluator as a whole without any one item representing control over the results. All written comments must be included in the portfolio.
4. In assessing student evaluations, other criteria such as the level of the course, the size of the class, the elective or required status of the class, delivery method, and other considerations (suggested by review of representative course materials) will be taken into account.
5. At no time will the student evaluation be the sole or primary factor when assessing teaching performance.
6. Student evaluation forms used to rate the teaching performance of faculty will be assessed by the reviewer in terms of the ratings of all items, not on one item alone. At no time will a single numerical rating be used as the sole or primary factor when assessing teaching performance.
7. Student evaluations will be administered by a faculty member, staff member, or graduate assistant in accordance with approved University policy.

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8. For those faculty requesting retention, promotion, tenure, and/or PAI, student evaluations submitted must be representative of the teaching assignment of the faculty member. A minimum of one course evaluation per semester will be required for each academic year.

E. Annually-contracted and adjunct faculty

1. Annually-contracted and adjunct faculty shall be evaluated using the HS Application of Criteria for the Teaching/Performance of Primary Duties criterion.
2. The HS recognizes that not all of the items listed in the levels of performance within the Teaching/Performance of Primary Duties are available to Unit B and adjunct faculty and this shall not have a negative impact on their evaluation.
3. Unit B and adjunct faculty must include student evaluations of all courses taught (fall and spring, and summer, if taught), including all written comments.

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II. Teaching/Performance of Primary Duties

A. The **Satisfactory** level must include items 1-6 and may include, but is not limited to, items 7-9. Items 1 and 2 would not be included if peer and Chair evaluations were not ranked at the Satisfactory level.

1. Receiving peer and Chair evaluation rating(s) of satisfactory as measured by the HS evaluation instrument.
2. Receiving student evaluation rating(s) of satisfactory as measured by the HS evaluation instrument, which includes the approved University core items.
3. Providing course syllabus, whether online or in print, for each course taught to include the following: approved catalog course description, text(s), approved course objectives, approved course outline, evaluation methods, and course outline.
4. Providing examples of course assignments, activities, and examinations.
5. Demonstrating oral English proficiency as mandated by Illinois statute.
6. Posting (e.g., on syllabus, faculty profile page, and office door) and maintaining office hours according to contract.
7. Participating in professional development activities to enhance performance of teaching/primary duties.
8. Holding membership in professional organizations as related to the discipline.
9. Incorporating basic online/technological features, such as student grades, discussion boards, or social media, into courses.

B. The **Highly Effective** level assumes a satisfactory level of performance. The Highly Effective level must include items 1-2 and may include but is not limited to, items 3-8. Again, items 1 and 2 would not be included if peer and Chair evaluations were not ranked at the Highly Effective level.

1. Receiving peer and Chair evaluation rating(s) of highly effective as measured by the HS evaluation instrument.
2. Receiving student evaluation rating(s) of highly effective as measured by the HS evaluation instrument, which includes the approved University core items.
3. Providing course materials, supplemental instructional materials, and evidence of the use of a variety of teaching techniques (e.g., site tours, technological applications, guest speakers, service learning, other high-impact learning activities).
4. Provide the opportunity for students to engage with the community.
5. Participating in course proposal revisions which were approved by the necessary curriculum committees.
6. Participating in professional development activities to strengthen and/or acquire new skills related to teaching/primary duties.
7. Maintaining professional certification (e.g., Certified Family Life Educator).
8. Teaching a new course (face-to-face or online) in its initial offering.

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C. The **Superior** level assumes a highly effective level of performance. The Superior level must include items 1-2 and may include but is not limited to, items 3-8. Again, items 1 and 2 would not be included if peer and Chair evaluations were not ranked at the Superior level.

1. Receiving peer and Chair evaluation rating(s) of superior as measured by the HS evaluation instrument.
2. Receiving student evaluation rating(s) of superior as measured by the HS evaluation instrument, which includes the approved University core items.
3. Completing professional development activities (e.g., coursework, fellowship, internship, sabbatical) related to increasing teaching effectiveness/performance of primary duties.
4. Receiving award(s) and/or recognition, such as a nomination for excellence in teaching/performance of primary duties.
5. Developing, implementing, or maintaining advanced technological applications to enhance learning (e.g., simulations, webcams, animations, extensive resource site).
6. Provide students the opportunity to plan and facilitate an activity in a community, campus, or agency/organization setting.
7. Developing program assessment activities and/or measures.
8. Developing new course proposals (face-to-face or online) or making major course revisions which were approved by the necessary committees.

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III. Research and Creativity

A. The **Satisfactory** level assumes the inclusion of at least one item from the list below.

1. Holding membership in professional research organizations or research section(s) of a professional organization(s). Faculty member must provide documentation of how membership qualifies as research-related and is different than the professional membership(s) listed for II.A.8.
2. Participating in professional development activities to enhance research/creative activity skills.
3. Having research and/or creative activity (e.g., grant application) in progress or completed that has not yet been submitted.
4. Serving as a member of a graduate student or honors student thesis committee.

B. The **Significant** level assumes a satisfactory level of performance with the addition of activities listed below.

1. Submitting research and/or creative activity proposals (e.g., grant application) that were not accepted for publication, funding, presentation, or other dissemination.
2. Presenting non-peer reviewed research and/or creative activity to a local or professional audience.
3. Publishing an article in a non-peer reviewed publication.
4. Serving as a state, regional, national, and/or international committee member for planning, implementing, and evaluating research and/or creative activity.
5. Chair a graduate or honors thesis.

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C. The **Superior** level assumes a significant level of performance with the addition of activities listed below.

1. Assuming major responsibility for planning a research-related conference.
2. Serving as a reviewer/referee for books, journals, or other professional media.
3. Serving as a reviewer/referee of research proposals/abstracts for professional organizations, meetings, conferences, and/or internal/external funding agencies.
4. Receiving funding for research and/or creative activity.
5. Receiving a fellowship/internship/sabbatical related to research and/or creative activity.
6. Presenting peer-reviewed research and/or creative activity to a professional audience.
7. Completing dissertation as part of a graduate degree program.
8. Presenting as an invited or keynote speaker to a professional audience.
9. Exhibiting research and/or creative works accepted for peer-reviewed exhibit/showcase/display.
10. Authoring, co-authoring or editing of books, chapters in books, curriculum guides, laboratory manuals, resource manuals, and other professional media or instructional aids.
11. Publishing an article in a peer-reviewed journal.
12. Receiving research/creative activity awards and/or recognition, such as a nomination for excellence in research and/or creative activity.



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IV. Service

A. The **Satisfactory** level assumes the inclusion of one item listed below.

1. Serving on HS committee(s).
2. Representing the Department at University functions and/or community events.
3. Providing professionally-related service to student organizations.
4. Participating in professional development activities to enhance service opportunities and skills.

B. The **Significant** level assumes the satisfactory level of performance with the addition of activities listed below.

1. Chairing an HS committee(s).
2. Serving on a College committee.
3. Serving as an advisor for a student organization.
4. Engaging in University recruitment activities (e.g., open houses, transfer days, prospective student tours).
5. Serving as an officer or in a leadership role in a local or district professional organizations or community group.
6. Providing professionally related service to non-academic boards or agencies related to the discipline.
7. Participating as an HS representative specialist on a multi-disciplinary team (e.g., advisory committee).
8. Publishing or presenting in the lay media (e.g., media interviews, press releases).

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C. The **Superior** level assumes the significant level of performance with the addition of activities listed below.

1. Serving as an officer in a state, national and/or international professional organization related to the discipline.
2. Holding committee membership in a state, national, and/or international professional organization.
3. Engaging in high-impact recruitment events (e.g., regional, state, or national conference exhibit, hosting community activity).
4. Serving on a major University council/committee.
5. Chairing a College or University committee.
6. Serving on UPI in an elected position.
7. Serving as an officer or in a leadership role for a non-academic board or agency associated with the discipline.
8. Organizing a state, regional, national or international conference, symposium, workshop, or other professional event.
9. Receiving service award and/or recognition, such as a nomination for excellence in service.