



February 21, 2018

To: A. Anthony, 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.

DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES
EASTERN ILLINOIS UNIVERSITY

Departmental Application of Criteria
2019

I. Categories of Materials and Activities Considered Appropriate by Performance Area

A. Teaching/Performance of Primary Duties

Level 1: Satisfactory performance may be evidenced by, but not limited to, a preponderance of activities from the following:

- a. Evidence of satisfactory course instruction
 - i. tenured CDS faculty member and chairperson evaluations (which may include evaluation of live or recorded classroom instruction and review of syllabus, assessment methods, course management system, projects/papers/assignments)
 - ii. student evaluations that indicate adequate instruction
 - iii. teaching practices which adhere to IGP and federal credit hour policies
 - iv. syllabus with required CAA elements
 - v. basic assessment of student learning (e.g., exams)
 - vi. course materials demonstrating organized progression of class content
 - vii. basic use of course management system
- b. Evidence of satisfactory clinical teaching (e.g., tenured CDS faculty member/chairperson evaluations, other peer evaluations, student evaluations, course materials, meeting ASHA's minimum observation requirements)
 - i. tenured CDS faculty member and chairperson evaluations (which may include evaluation of a live or recorded clinical conference; review of syllabus, feedback on lesson plans, reports, supervisor observation notes)
 - ii. student evaluations that indicate adequate clinical instruction
 - iii. assessment of student learning (e.g., midterm and final evaluations, periodic written feedback)
 - iv. guidance in planning and executing diagnostic evaluations
 - v. weekly supervisory conferences
 - vi. meeting ASHA's minimum observation requirements
 - vii. use of technology for file sharing, document storage, communication with students
- c. Evidence of satisfactory academic advisement (e.g., student evaluations, advisement materials)
- d. Completion of 10 or more hours of continuing education in a 12-month period

Level 2: Highly effective performance may be evidenced by, but not limited to, a preponderance of activities from the following:

- a. Evidence of highly effective course instruction
 - i. tenured CDS faculty member and chairperson evaluations (which may include evaluation of live or recorded classroom instruction and review of syllabus, assessment methods, course management system, projects/papers/assignments)
 - ii. student evaluations indicate effective instruction
 - iii. assignments/projects reflecting application of knowledge
 - iv. development of professional communication skills (writing and/or speaking) through projects and feedback
 - v. assessment of student learning with a variety of evaluation methods
 - vi. use of technology to enhance delivery (e.g., course management system quizzes, sharing of resources, video cases)
 - vii. bi-weekly/monthly synchronous meetings in on-line courses

- viii. development and implementation of remediation plans for student retention and skill acquisition
- b. Evidence of highly effective clinical teaching
 - i. tenured CDS faculty member and chairperson evaluations (which may include evaluation of a live or recorded clinical conference; review of syllabus, feedback on lesson plans, reports, supervisor observation notes)
 - ii. student evaluations indicate effective clinical instruction
 - iii. assessment of student learning (e.g., routine self-evaluation, weekly descriptive written feedback, midterm oral case summary to supervisor)
 - iv. routine collaboration with client, professionals, or families
 - v. significant guidance for the planning, execution, and analysis of diagnostic evaluations (e.g., extra clinical teaching conferences, provision of specific resources for planning, interpretation, and/or recommendations)
 - vi. supervision style adapted to needs of student clinician
 - vii. provision of clinical resources (e.g., case examples, literature, materials)
 - viii. investment of time beyond weekly clinical conference and observation
 - ix. demonstration of treatment techniques
 - x. documentation exceeding ASHA's minimum observation requirements
 - xi. development and implementation of remediation plan for student retention and skill acquisition
- d. Highly effective academic advisement (e.g., student evaluations, advisement materials, advising students in planning study abroad experiences)
- e. Curriculum revision, curriculum development, development of teaching assignments, or a proposal for study abroad
- f. Participation as a faculty committee member mentoring student projects associated with undergraduate honors program or graduate thesis.
- g. Mentor an independent study
- h. Completion of course(s)/training related to primary duties
- i. Completion of 20 or more hours of continuing education in areas related to teaching and supervision in a 12-month period

Level 3: Superior performance may be evidenced by, but not limited to, a preponderance of activities from the following:

- a. Evidence of superior course instruction
 - i. tenured CDS faculty member and chairperson evaluations (which may include evaluation of live or recorded classroom instruction and review of syllabus, assessment methods, course management system, projects/papers/assignments)
 - ii. student evaluations indicate high-quality instruction
 - iii. assignments/projects reflecting problem-solving activities, analysis, synthesis, integration, and/or evaluation
 - iv. instruction for the development of professional communication skills (writing and/or speaking)
 - v. assessment of student learning and adjustment of instruction based on student performance
 - vi. course rigor and student expectations (e.g., amount/type of reading comprehension, problem solving, role-playing, debates, demonstrations, number and type of assignments, type of exams)
 - vii. weekly synchronous meetings in on-line courses
- b. Evidence of superior clinical teaching
 - i. tenured CDS faculty member and chairperson evaluations (which may include evaluation of a live or recorded clinical conference; review of syllabus, feedback on lesson plans, reports, supervisor observation notes)
 - ii. student evaluations indicate high-quality clinical instruction
 - iii. assessment of student learning (e.g., analysis of trends in client data; self-

- iv. evaluation of clinical behaviors used in therapy sessions)
- extensive collaboration with/for clients, professionals, families (e.g., IEP meetings, trainings, consultations with outside professionals, collaborations with faculty, correspondence)
- xii. Extensive, substantial guidance for the planning, execution, and analysis of diagnostic evaluations (e.g., review and assimilation of multiple records; numerous teaching conferences and/or revisions of report drafts; integration of multiple assessments, data, interviews; generation of extensive recommendations)
- vi. extensive clinical teaching (e.g., modeling and demonstration of treatment techniques; planning and execution of therapy sessions; collaboration with other faculty or outside professionals)
- c. Superior academic advisement (e.g., student evaluations, development of advisement materials for the department, extensive communication with advisees, attending university advisement activities)
- d. Evidence of leadership as a faculty mentor in student projects associated with undergraduate honors program or graduate thesis
- e. Receipt of credential, award, or other recognition for teaching
- f. Completion of 30 or more hours of continuing education or receipt of an award for continuing education (e.g., ASHA Award for Continuing Education (ACE), or completion of at least 70 hours of continuing education within a three year period)
- g. Build an area of expertise for teaching or supervision through focused CE
- h. Lead a study-abroad experience

B. Research/Creative Activity

Level 1: Satisfactory performance may be evidenced by, but not limited to, a cohort of activities such as:

- a. Research/creative activity or presentation (non-competitive selection) in conjunction with a student project or seminar
- b. Local level professional presentation
- c. Research/creative activity associated with professional organizations which serve the needs of the communicatively impaired
- d. Demonstration of works in progress (e.g., manuscripts, assessment/intervention materials clinical materials, student thesis collaboration for presentation)
- e. Receipt of an internal grant or other funding to attend research/creative activity
- f. Documentation regarding individual line of research/creative activity

Level 2: Significant performance may be evidenced by, but not limited to, a cohort of activities such as:

- a. Research/creative activity or presentation (competitive selection) in conjunction with a student project or seminar.
- b. Presentation at state/regional professional conference(e.g., ISHA area groups, ISHA convention, other state professional conferences, StarNet)
- c. Receipt of an internal grant or other funding to pursue research/creative activities
- d. Submission of a federal grant (e.g., NIH, Dept of Ed)
- e. Publication of article in non-peer reviewed journal
- f. Publication of abstract/commentary in peer-reviewed journal

Level 3: Superior accomplishment may be evidenced by, but not limited to, a cohort of activities such as:

- a. Research/creative activity or presentation in conjunction with a student project or seminar at a national/international level
- b. Presentation at national/international professional conference (e.g., ASHA, webinars)
- c. Invited presentation at state/national professional conference
- d. Earning a fellowship, external grant, or other funding to pursue research/creative activity
- e. Receipt of an award or other recognition for research/creative activity
- f. Publication in peer reviewed journal (e.g. research/clinical article, editorial)
- g. Publication of books, chapters, or assessment/intervention materials based on clinical theory or research

C. Service

Level 1: Satisfactory performance may be evidenced by, but not limited to, a preponderance of activities such as the following:

- a. Service on a departmental committee
- b. Service to enhance the department that requires occasional, limited commitment (e.g. choosing artwork, recruitment activities)
- c. Service as a resource for professional colleagues or agencies
- d. Providing invited guest lecture(s) in the department
- e. Service in student recruitment at organized university/department events (e.g., open houses, transfer advisement, visit days)

Level 2: Significant performance may be evidenced by, but not limited to, a preponderance of activities such as the following:

- a. Leadership on a departmental committee
- b. Service to enhance the department that requires frequent commitment (e.g. computer expertise, department events)
- c. Service on a college/university committee
- d. Providing an invited guest lecture outside the department
- e. Service for local, regional, or state committee/organization (e.g., ECISHA, ISHA)
- f. Service as a speech-language-hearing specialist for professional colleagues or professional agencies for a limited time
- g. Advisement of a student organization
- h. Service as departmental resource for student recruitment (e.g., meeting individually with prospective students and families, answering inquiry calls, off-campus events)
- i. Completion of requested peer review (e.g., professional publications, presentations, posters)

Level 3: Superior performance may be evidenced by, but not limited to, a preponderance of activities such as the following:

- a. Leadership activities on a college or university committee
- b. Service to enhance the department that requires substantial or ongoing commitment (e.g., providing diagnostic or treatment services outside clinical supervision assignments on a regular basis, providing consultation or education to families or community members)
- c. Leadership activities in local, regional, state organization/committee
- d. Consultation as a speech-language-hearing specialist with professional colleagues or professional agencies that requires substantial or ongoing commitment
- e. Supervision of Clinical Fellowship Year (CFY) for a professional colleague
- f. Receipt of an award or other recognition for service-related activities
- g. Committee membership/leadership in national/international organization/committee (e.g., ASHA)
- h. Appointment to editorial board of a peer reviewed professional journal

II. Methods of Evaluation

University and Department policy state that performance of Teaching/Primary Duties is the most important function of a faculty member at Eastern Illinois University.

A. Department Personnel Committee

1. **Composition:** The Department of Communication Disorders and Sciences Personnel Committee is composed of three elected voting members and one elected non-voting alternate. Each shall be selected annually from tenured faculty according to DPC bylaws. The alternate will serve as a voting member in the absence of a voting member or in personnel decisions relating to a voting member.
2. **Review Procedures:** In each of the performance areas, submitted materials will be individually reviewed by members of the DPC. Independent evaluations concerning the level of accomplishments will be compared at a meeting of the DPC. Qualitative evaluation of the

submitted material will be used to judge the degree of effectiveness of an employee's performance, identify areas of strength and weakness, improve the employee's performance, and provide a basis to make recommendations and decisions concerning retention, promotion, and tenure. The DPC's evaluation should be independent of and presented to the Department Chair, the Dean of the College of Health and Human Services, the University Personnel Committee, and the Provost.

B. Student Evaluation Procedures

1. All faculty, including non-tenured tenure-track, tenured faculty completing annual evaluations, and annually contracted faculty, will submit student evaluations for all course/clinical assignments. Student course evaluations must include the approved university core of evaluation items; additional items selected by the employee may be included. All student evaluations must be included for any section of a course in which student evaluations were conducted. Inclusion of narrative comments is optional, but if narratives are included, all should be provided.
2. Administration of Student Evaluations: Faculty will order student course evaluations from the Office of Testing and Evaluation. Administration can be online through (OAAT) or paper evaluations can be used and arrangements made for a faculty member other than the course instructor to administer the evaluations. The faculty member administering the evaluations assumes responsibility for delivering the objective evaluations and the written evaluations to the Office of Testing and Evaluation. The Department Chair distributes one copy of the statistical analysis of the evaluations to faculty members after grades have been posted, with the exception of early evaluation.

Administration of Student Evaluations for Clinical Practicum: The Clinic Director will distribute the department approved faculty evaluation forms and instructions for completion of the forms to students. The Clinic Director arranges a confidential procedure for students to return the forms and then forwards them to the Office of Testing and Evaluation for analysis. The Clinic Director returns the written comments and one copy of the statistical analysis to the faculty member. The Department Chair also receives the statistical analysis from clinical practicum evaluations.

C. Chair/Tenured Faculty Evaluation Procedures

Tenured CDS faculty member and chairperson evaluations may include evaluation of live or recorded classroom or clinical instruction and review of syllabus, assessment methods, course management system, projects/papers/assignments.

1. Non-tenured/tenure-track faculty
 - a. All non-tenured, tenure-track faculty applying for retention, promotion, and/or tenure will submit at least one chairperson and one tenured CDS faculty member evaluation per evaluation period, for each area of teaching/performance of primary duties (e.g., classroom teaching, clinical supervision, special CUs), in which 3 or more credit units (CUs) are assigned. Consultation to arrange timing of the evaluation shall occur between faculty member and evaluator prior to the observation. Tenured faculty/peer evaluators and chairperson observations are recorded via the approved university peer evaluation form. Copies of evaluations shall be given to the faculty member who requested the evaluation.
 - b. Activities for which 3 or more CUs per academic year are assigned, with the exception of research, service, sabbatical assignments, and administrative assignments, shall be considered as primary duties for the purposes of evaluation and will be evaluated as appropriate by the Chair.
 - c. In evaluating distance learning courses, items from a departmental adaption of the Quality Matters Rubric should be considered.
2. Tenured Faculty
 - a. Faculty applying for professional advancement increase (PAI) or promotion (multi-year evaluation) will submit a minimum of one Chair and one tenured CDS faculty member for each area of teaching/performance of primary duties (e.g., classroom teaching, clinical supervision, special CUs), in which 3 or more credit units (CUs) per evaluation period are assigned. One Department Chair and one tenured faculty evaluation per evaluation period will be submitted. The evaluation period is since the submission of the portfolio for the last

promotion or PAI, or five years, whichever is shorter.

- b. Tenured faculty not being considered for promotion need to include required student course evaluations and documented activities in the areas of teaching/primary duties, research/creative activity and service.
- c. In evaluating distance learning courses, items from a departmental adaption of the Quality Matters Rubric should be considered.

3. Annually Contracted Faculty

- a. All annually contracted faculty will provide at least one evaluation for each area of teaching/performance of primary duty by the Department Chair. Evaluations must be obtained for each area (e.g., classroom teaching, clinical supervision, special CUs) for which 3 or more CUs are assigned per evaluation period.
- b. Annually contracted teaching faculty will be evaluated for teaching performance of primary duties by the same criteria as tenured/tenure track faculty members.
- c. In evaluating distance learning courses, items from a departmental adaption of the Quality Matters Rubric should be considered.

D. Other Evaluation Procedures

1. The items listed under each performance level in each area of evaluation (teaching/performance of primary duties, research/creative activities, service) are to be considered illustrative and not exhaustive.
2. Materials and activities listed in each performance level are not rank ordered by importance.
3. Items other than those listed that are illustrative of performance may be included.
4. Items shall be included in only one section of the portfolio (teaching/performance of primary duties; research/creative activities; service).
5. In the area of teaching/performance of primary duties, course instruction evaluations and clinical teaching evaluations shall be considered of greater weight than other items in each level. Department Chair, tenured CDS faculty member, and peer evaluations shall be given more weight than student evaluations.
6. For purpose of evaluation, a peer is defined as a tenured/tenure-track faculty member (e.g., CDS peer, peer with knowledge of the discipline at EIU or another university). Chair shall approve choice of peer outside the Department or university.
7. The evaluation period is defined by the collective bargaining agreement and set forth in the Schedule for Personnel Actions and Credit Unit Guidelines issued by the Office of the Provost and Vice President for Academic Affairs. The evaluation period is not the same as an academic term. It varies depending upon appointment and rank.
8. It should be recognized that teaching evaluations might be affected by the rigor of a course or technological issues in distance learning courses. In applying these guidelines, evaluators should, therefore, recognize that new course preparation, teaching methods/traits and technological difficulties may affect evaluations.
9. Course materials (e.g., syllabi, exams) may be requested by the evaluator completing the observation.
10. Union duties, responsibilities, and projects may be considered in any of the three areas of evaluation, as appropriate.
11. Qualitative evaluation of submitted materials will be rendered by the evaluators of the DPC.
12. A faculty member can request unofficial assessment of teaching/supervision to solicit informal feedback from colleagues; this material would not be included in the formal portfolio materials.