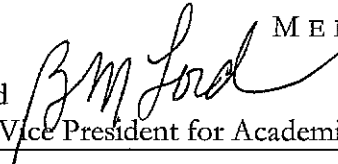


EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

Blair M. Lord
Provost and Vice President for Academic Affairs



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To: Diane Jackman, Dean, College of Education and Professional Studies

Date: December 10, 2008

Subject: DAC Revision Approval; Department of Health Studies

Thank you for taking another look at the subject department's statement of Departmental Application of Criteria (DAC) in light of my review comments and suggestions. The further revised DAC sent via e-mail attachment on October 16, 2008, is approved consistent with Article 8.7.c. of the *2006-2010 EIU-UPI Unit A Agreement* (Agreement). As always, any reading of the DAC will be consistent with the Agreement or its successor agreement(s).

The department's further review of their proposed DAC and their thoughtful consideration of my review comments is much appreciated. The contributions of the Department of Health Studies are appreciated, and I continue to encourage consideration of the University's articulated academic goals in the department's deliberations.

attachments: Revised DAC; Department of Health Studies

cc: Rob Bates, Chair, Department of Health Studies

2006-2010 EIU-UPI Unit A Agreement
Revised 10-14-2008
Health Studies: Departmental Application of Criteria

Categories of Materials and Activities Considered Appropriate by
Performance for Tenured and Tenure Track Faculty

Teaching/Performance of Primary Duties

Methods of Evaluation for evaluating performance of Unit B will follow the same guidelines Unit A.

A. Categories of materials and activities

1. Peer/Chair Evaluations
2. Student Evaluations
3. GROUP A SATISFACTORY
 - a) Syllabi following university criteria, departmental criteria, and demonstrating SATISFACTORY course organization
 - b) Creative activities/materials developed for classroom use
 - c) Evaluative comments from students demonstrating SATISFACTORY performance
 - d) Evaluation of teaching ability by professional peers at the SATISFACTORY level
 - e) Teaching load (courses per semester, students per course, diversity of courses)
 - f) Examples of course assignments, activities, and examinations
 - g) Professional development activities to enhance performance of primary duties
4. GROUP B HIGHLY EFFECTIVE
 - a) Syllabi following university criteria, departmental criteria, and demonstrating HIGHLY EFFECTIVE course organization
 - b) Evaluative comments from students demonstrating HIGHLY EFFECTIVE performance
 - c) Academic Advising Evaluation using approved departmental evaluation forms
 - d) Internship Supervision Evaluation using approved departmental evaluation forms
 - e) Evaluation of teaching ability by professional peers at the HIGHLY EFFECTIVE level
 - f) Supervision of independent studies
 - g) Activities related to curriculum revision and development
 - h) Application of technology in the teaching and learning process
 - i) Participation on an interdisciplinary, interdepartmental and/or intercollegiate basis (i.e. Giving presentations to classes other than those of primary responsibility)
 - j) Participation in workshops, seminars, or institutes to develop teaching skills
5. GROUP C SUPERIOR
 - a) Syllabi following University criteria, Departmental criteria, and demonstrating SUPERIOR course organization
 - b) Awards or special commendations for teaching excellence
 - c) Nominations for awards for teaching excellence

- d) Awards for mentoring students
- e) Development of assessment activities and materials
- f) Serving on thesis committees and/or Honors Thesis
- g) Receipt of monies for curriculum development or enhancement
- h) Student engagement activities including accompanying students to conferences and student involvement with professional organizations
- i) Evaluative comments from students demonstrating SUPERIOR performance
- j) Study abroad and national student exchange activities
- k) New course development, modifying existing courses or developing technology delivered courses
- l) Achieving/maintaining appropriate professional certification such as CHES, ARC, etc.
- m) Innovative use of assessment techniques using technology, such as the development of an online test/quiz, survey instruments, class projects/presentations, and surveys
- n) Evaluation of teaching ability by professional peers at the SUPERIOR level.
- o) Awards or special commendations for research excellence
- p) Nominations (other than self-nominations) for prestigious/significant awards for teaching excellence

B. Methods of Evaluation

1. Peer/Chair Evaluations – based on a minimum of 2 classroom visitations, one by the HST Chair and at least one by an HST Unit A faculty must be completed during the appropriate evaluation time period and submitted on the departmental Peer/Chair Review Form.
2. Student Evaluations - from a minimum of 3 courses per academic year with at least 1 representative from each semester assigned, must include the approved University core and the approved Department of Health Studies core. Student evaluations must be proctored by another Health Studies faculty member or a selected student and the faculty being evaluated must not be in the room at the time of evaluation.
3. Student evaluations for Technology-Delivered Courses must be submitted using the University approved on-line Technology-Delivered Course Evaluation form.
4. Evaluative comments from student – if student comments are submitted, all the student comments from any one section must be included, either in summary or as an inclusive package.
5. 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.
6. Other materials deemed pertinent for the evaluation process may be submitted for consideration.
7. SATISFACTORY performance requires all of the following:
 - a) Peer/Chair Evaluations at a SATISFACTORY or above level,
 - b) Student Evaluations – No minimum scores are specifically required to document SATISFACTORY teaching performance. Typically, median 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.
 - c) At least 2 items from Group A, B, or C.

8. HIGHLY EFFECTIVE performance requires all of the following:
 - a) Peer/Chair Evaluations –at a HIGHLY EFFECTIVE or above level.
 - b) Student Evaluations – No minimum scores are specifically required to document SATISFACTORY teaching performance. Typically, median 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.
 - c) At least 2 items from Group B or C
9. SUPERIOR performance requires all of the following:
 - a) Peer/Chair Evaluations –at the SUPERIOR or above level.
 - b) Student Evaluations – No minimum scores are specifically required to document SATISFACTORY teaching performance. Typically, median 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.
 - c) At least 2 items from Group C

C. Relative importance

Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties are grouped above in levels of effective performance. 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. No order of priority is given to the remaining statements listed within each level.

D. Tenure

Individuals applying for tenure/associate professor performance standards will be used to judge whether an employee's performance has achieved and sustained the required standard by the end of the evaluation period.

E. Promotion to Professor/PAI

Individuals applying for promotion to full professor or PAI must document SUPERIOR performance in the aggregate during the entire evaluation period.

Research/Creative Activity

A. Categories of materials and activities

1. GROUP A SATISFACTORY
 - a) Professional development activities to enhance research skills
 - b) Attendance at a seminar, workshop, conference, or convention at the regional, state, or national level deemed pertinent to the faculty member's academic area
 - c) Graduate Degree research
 - d) Evidence of active engagement in research activities
2. GROUP B SIGNIFICANT
 - a) Presenting a public lecture based upon research expertise

- b) Contributions to professional practice through papers, reports, or participation in committees/organizations, panels, etc
- c) Non-peer-reviewed publications, including website materials, review papers, and development of audio/visual materials in conjunction with research/creative activities, etc.
- d) Writing a published review of a book or textbook
- e) Grants awarded from sources within the university obtained for the conduct of research.
- f) Submission of a grant application
- g) Mentoring student research
- h) Grants awarded from sources within the University obtained for the conduct of research, excluding CFR grants.

3. GROUP C SUPERIOR

- a) Awards or special commendations for research excellence
- b) Nominations (other than self-nominations) for prestigious/significant awards for research excellence
- c) Published research in peer-reviewed books, monographs, or professional journals, as author or coauthor
- d) Research-oriented or applied professional consultation
- e) Supervising undergraduate research, independent studies, or undergraduate research awards
- f) Poster presentation pertinent to professional expertise related to health and safety studies at a regional, state, national or international conference
- g) Serving on the editorial board of a refereed professional publications
- h) Serving as referee or juror for professional presentations
- i) Grants awarded outside the university, or grants awarded by the Council on Faculty Research obtained for the conduct of research
- j) Citation in published works
- k) Presentation of research activities at professional meetings at the state, national, and/or international level
- l) Completion of dissertation research

B. Methods

1. SATISFACTORY performance will be represented by minimum of 2 items from Group A, B, or C.
2. SIGNIFICANT performance in the area of research by minimum of 2 items from Group B or C.
3. SUPERIOR performance will be represented by minimum of 2 items from Group C.
4. 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.
5. Works in progress as well as those completed/published exhibited/ performance shall be documented in as much as possible to provide a base for qualitative assessment.
6. 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.

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

C. Relative Importance

Evaluation of research/creative activity will include consideration of: the quality and quantity of research/creative activity in health and safety studies; extent and nature of national, state, or local recognition of research/creative activity. Items within groups A, B, and C, are not listed by relative importance.

- D. Individuals applying for tenure/associate professor performance standards will be used to judge whether an employee's performance has achieved and sustained the required standard by the end of the evaluation period.
- E. Individuals applying for promotion to full professor or PAI must document SUPERIOR performance in the aggregate during the entire evaluation period.

Service

A. Categories of materials and activities

1. GROUP A SATISFACTORY
 - a) Attendance at departmental/college meetings
 - b) The sharing of professional expertise and skills outside the classroom setting.
 - c) Service to university or community programs and activities
 - d) Serving on departmental committees
 - e) Professional development activities to enhance service opportunities and skills
2. GROUP B SIGNIFICANT
 - a) Assist with student organizations
 - b) Involvement with local, state, regional or national organizations
 - c) Departmental student recruitment activities
 - d) Inventory and/or maintain equipment/supplies for department
 - e) Service on departmental committees with documentation of significant activity.
3. GROUP C SUPERIOR
 - a) Awards or special commendations for service contributions.
 - b) Nominations (other than self-nominations) for significant/prestigious awards for service contributions
 - c) Serving on a college/university committees
 - d) Serving in a leadership capacity on departmental/college/university committees
 - e) Serving in a leadership capacity on a local, state, regional or national professional organizations
 - f) Faculty advisor to the departmental health honorary (Eta Sigma Gamma)
 - g) Professional participation and contribution to health or safety-related community-wide organizations or provide consultation to community organizations
 - h) University representative to local, state, regional or national organization

B. Methods

- 1 SATISFACTORY performance will be represented by minimum of 2 items from Group A, B, or C.
- 2 SIGNIFICANT performance will be represented by minimum of 2 items from Group B or C.
- 3 SUPERIOR performance will be represented by minimum of 2 items from Group C.
4. 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.
5. 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.
6. Other materials deemed pertinent for the evaluation process may be submitted for consideration.

C. Relative Importance

Evaluation of service activity will include consideration of: the quality and quantity of service activity in health and safety studies; extent and nature of national, state, or local recognition of service activity; extent and nature of participation in professional organizations. Items within groups A, B, and C, are not listed by relative importance.

- D. Individuals applying for tenure/associate professor performance standards will be used to judge whether an employee's performance has achieved and sustained the required standard by the end of the evaluation period.
- E. Individuals applying for promotion to full professor or PAI must document SUPERIOR performance in the aggregate during the entire evaluation period.

APPENDIX A
EASTERN ILLINOIS UNIVERSITY
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES
DEPARTMENT OF HEALTH STUDIES

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	4	3	2	1			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree			
The instructor demonstrates:				<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
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 for teaching and learning	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

APPENDIX B
DEPARTMENT OF HEALTH STUDIES
STUDENT ACADEMIC ADVISING EVALUATION

Please respond to the questions below.

1. Current Status: A) freshman B) sophomore C) junior D) senior
2. My major is: A) Community Health Option
 B) School Health, with Teacher Certification

5	4	3	2	1
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
--	-----------	----------	----------	----------	-----------

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 3. | My Advisor was available for consultation when assistance was needed. | 5 | 4 | 3 | 2 | 1 |
| 4. | My Advisor was knowledgeable about curriculum and general education requirements. | 5 | 4 | 3 | 2 | 1 |
| 5. | Information regarding academic requirements was readily available. (e.g. general education requirements, specific major requirements, drop/add, pre-registration etc.) | 5 | 4 | 3 | 2 | 1 |
| 6. | My Advisor served as a source for referrals to other campus services when appropriate. | 5 | 4 | 3 | 2 | 1 |
| 7. | My Advisor was willing, in a timely manner, to find answers to questions he/she did not know. | 5 | 4 | 3 | 2 | 1 |
| 8. | My Advisor has been actively helpful and genuinely concerned about me as an individual. | 5 | 4 | 3 | 2 | 1 |
| 9. | My Advisor provided guidance in selecting courses for the following semester. | 5 | 4 | 3 | 2 | 1 |
| 10. | My advisor was helpful to me in understanding graduation requirements. | 5 | 4 | 3 | 2 | 1 |
| 11. | Please make any comment(s) you wish concerning services provided by your Advisor. | | | | | |

APPENDIX C
DEPARTMENT OF HEALTH STUDIES
INTERNSHIP EXPERIENCE EVALUATION

(If the statement does not apply to you, leave it blank.)

5	4	3	2	1
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
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Pre-Internship Process

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | The objectives and procedures of the internship were explained to me. | 5 | 4 | 3 | 2 | 1 |
| 2. | Resources concerning internship site selection were available to me. | 5 | 4 | 3 | 2 | 1 |
| 3. | The Department Coordinator seemed well-prepared and organized concerning internship information and procedures. | 5 | 4 | 3 | 2 | 1 |
| 4. | The Department Coordinator was available for consultation and provided help during the planning process when needed. | 5 | 4 | 3 | 2 | 1 |

Internship

E.I.U. Site Visitor's Name (If different from Intern Coordinator): _____

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 5. | The E.I.U. Site Visitor maintained contact with me during my internship. | 5 | 4 | 3 | 2 | 1 |
| 6. | The E.I.U. Site Visitor provided guidance with internship requirements and expectations. | 5 | 4 | 3 | 2 | 1 |
| 7. | The E.I.U. Site Visitor handled problems as they arose. | 5 | 4 | 3 | 2 | 1 |
| 8. | I felt comfortable contacting my E.I.U. Site Visitor with questions or concerns. | 5 | 4 | 3 | 2 | 1 |
| 9. | My internship experience was pertinent to my professional training. | 5 | 4 | 3 | 2 | 1 |
| 10. | I feel the internship requirement is an important component of the Health Studies major. | 5 | 4 | 3 | 2 | 1 |
| 11. | Comments: | | | | | |