

EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

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Provost and Vice President for Academic Affairs

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To: Allen Lanham, Dean, Library Services

Date: April 28, 2008

Subject: DAC Revision Approval; Library Services

Consistent with Article 8.7.c. of the *2006-2010 EIU-UPI Unit A Agreement (Agreement)*, the attached revised statement of Departmental Application of Criteria (DAC) is approved. This approval is consistent with your recommendation and is effective for evaluation periods commencing in January, 2009. Additionally, any reading of the DAC shall be consistent with the *Agreement* or its successor agreement(s).

I note that the DAC continues to paraphrase contract language in the methods of evaluation sections. This practice could lead to some confusion especially if the controlling contract language is not followed. Consequently, Library Services is encouraged to remove specific contract language from the DAC when it is next reviewed and revised.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of Library Services in the discussion and consideration of the DAC revision. Library Services is encouraged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachment: Revised DAC; Library Services

cc: Dean, Library Services (with attachment)

Departmental Application of Criteria

Eastern Illinois University

Library Services

Effective evaluation period commencing January 2009

Approved by library faculty December 19, 2007

Approved by the Office of the Provost April 28, 2008

Each faculty member seeking personnel action(s) shall be responsible for preparing a portfolio that is arranged by category as outlined in the Departmental Application of Criteria. This portfolio will be used for making evaluations regarding retention, promotion, tenure, and professional advancement increase. In addition to the categories listed, faculty should describe how they have integrated technology into their daily activities, and how they have participated in interdisciplinary, interdepartmental, and intercollegiate activities during the evaluation period. When appropriate, faculty members should include in their portfolios any activities relevant to distance education.

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

A. Teaching/Performance of Primary Duties for Tenured/Tenure-Track Resource Professionals

1. Categories of Materials and Activities

In the course of their work supporting the educational mission of the library, faculty members perform a wide variety of primary duties. These duties are listed on each individual's Assignment of Duties Form(s). For the purposes of evaluation, faculty members may submit for consideration any documentation they desire related to their primary duties.

Documentation of performance of primary duties is to include:

1. Assignment of Duties Form(s) showing assigned credit units
2. A self-evaluation, in narrative form, based as closely as possible upon assigned duties
3. Written peer evaluations, using the approved form (For purposes of the DAC, a faculty member's "peers" are defined as other members of the Library Services faculty working at least half time in the department. Peer evaluations shall be completed annually or at the appropriate point in the evaluation schedule. Peer evaluations will not be solicited from Library Services faculty currently sitting on the University Personnel Committee.)

4. Summaries of all student evaluations when teaching is a part of primary duties
5. Documentation of award or honor received for primary duties

2. Relative Emphasis

Performance of primary duties is the single most important area of evaluation. Each faculty member's performance shall be evaluated on the basis of primary duties as defined by the Assignment of Duties Form(s) and supporting documentation submitted.

B. Research/Creative Activity

1. Categories of Materials and Activities

In the course of their work, library faculty members may perform a wide variety of research/creative activities. Therefore, for the purposes of evaluation, they may submit for consideration any documentation they desire related to this category. The following list of research/creative activities is considered illustrative, not exhaustive.

Group A

1. Award or honor received for research activity
2. Speaker or presenter at a professional meeting or conference
3. Editor of a professional journal
4. Professional consultant
5. Book or chapter of book published or accepted for publication
6. Article published or accepted for publication in a refereed or peer-reviewed journal.
7. Research/ Creative Activity performed as an office holder/chair of a national, regional, or state professional organization
8. Application approved for an externally funded grant or contract
9. Dissertation, thesis, or other demonstrable credit completed as part of a terminal or related degree program

Group B

1. Book review published or accepted for publication
2. Manual or guide compiled
3. Article published or accepted for publication in a non-refereed periodical
4. In-house publication (not as a part of one's assigned primary duties)
5. Panel member for a workshop or seminar
6. Member of an editorial board/advisory committee for a book or journal
7. Research/ Creative Activity performed as a committee member of a national, regional, or state professional organization.

8. Application approved for an EIU-funded grant, or application submitted for an externally funded grant/contract (Pending applications for EIU grant funds should be considered works in progress.)
9. Educational exhibit, researched and mounted
10. Webmaster of a professional website (not as a part of one's primary duties)
11. Coursework completed not as part of a degree program.

Group C

1. Work in progress (Documentation may consist of completed chapters and submitted articles, or reference to the availability for examination of unpublished drafts, research notes, electronic files, pending EIU grant applications, etc.)
2. Attendee at a professional meeting, institute, or workshop (In general, attendance at national, regional, or state meetings will be considered of greater importance than attendance at local or in-house activities.)

2. Relative Emphasis

In general, groups A, B, and C are given in order of their relative importance, from greatest (A) to least (C). The groups themselves, not the items within the groups, reflect the relative importance of the activities. Items within the three groups are not listed in priority order. In some cases, an individual may document such outstanding achievements in Group B that they may be considered equivalent to accomplishments in Group A.

C. Service

1. Categories of Materials and Activities

Activities deemed acceptable for demonstrating effective service contributions are given below. Faculty members may submit any documentation they desire to have considered for this category. The following list of service activities is considered illustrative, not exhaustive.

Group A

1. Award or honor received for service rendered
2. Service as an officeholder on a national, regional, or state professional organization ; or on a university or departmental committee or council
3. Office held in a professionally related community organization or governmental entity
4. Service as a professional consultant

Group B

1. Advisor to a student organization
2. Service as a committee member of a national, regional, or state professional organization; or a university or departmental committee or council
3. Union activity
4. Other professionally-related service activity

Group C

1. Current membership in a professional organization
2. Other university service

2. Relative Emphasis

In general, groups A, B, and C are given in order of their relative importance, from greatest (A) to least (C). The groups themselves, not the items within the groups, reflect the relative importance of the activities. Items within the two groups are not listed in priority order. In some cases, an individual may document such outstanding achievements in Group B that they may be considered equivalent to accomplishments in Group A.

II. Methods of Evaluation to be Used for Teaching/Performance of Primary Duties

- A. Each faculty member should submit a written self-evaluation of the performance of each duty along with a copy of the Assignment of Duties Form(s).
- B. Each faculty member must include in his or her portfolio the original copies of all peer evaluations received during the time for which the individual is being evaluated. The term "peers" is defined in I.A.3. above. The DPC uses peer evaluations in making recommendations regarding retention, promotion, tenure, and professional advancement increase.
- C. Members of the DPC will evaluate and discuss the candidate's teaching/performance of primary duties, according to the documentation submitted, as in I.A. above. Members of the DPC will determine an evaluation level of "unsatisfactory," "satisfactory," "highly effective," or "superior," based on their judgment of the materials submitted.
- D. For each faculty member under consideration, the DPC will prepare a written evaluation statement, a copy of which will be sent to the individual concerned.
- E. Unless teaching is a primary duty, Library Services will not use student evaluations in assessing faculty performance.
- F. The Dean of Library Services will provide an evaluation of each faculty member's oral English proficiency.

III. Methods of Evaluation to be Used for Research/Creative Activity and Service

A. Research/Creative Activity

1. Members of the DPC will evaluate and discuss all research/creative activities listed by a candidate, considering their relative importance, as in I.B. above. Evaluation of such activities will be judged both qualitatively and quantitatively on the basis of each individual's documentation. Members of the DPC will determine an evaluation level of "unsatisfactory," "satisfactory," "significant," or "superior," based on their judgment of the materials submitted.
2. For each faculty member under consideration, the DPC will prepare a written evaluation statement, a copy of which will be sent to the individual concerned.

B. Service

1. Members of the DPC will evaluate and discuss all service activities listed by a candidate, considering their relative importance, as in I.C. above. Evaluation of such activities will be judged both qualitatively and quantitatively on the basis of each individual's documentation. Members of the DPC will determine an evaluation level of "unsatisfactory," "satisfactory," "significant," or "superior," based on their judgment of the materials submitted.
2. For each faculty member under consideration, the DPC will prepare a written evaluation statement, a copy of which will be sent to the individual concerned.

IV. Relative Emphasis to be Given to Research/Creative Activity and Service

Research/Creative Activity and Service will be considered of equal emphasis in the evaluation of faculty performance.