February 26, 2019

To: R. Wilkinson, Program Director

From: J. Gatrell, Provost

CC: M. Kattenbraker, AVP
         W. Minnis, 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. I would ask that the department forward a clean version of the final approved DAC to finalize the process.

Hospitality and Tourism Program

Departmental Application of Criteria

2018-2022

Guiding Principles

1. Items contained under Categories of Materials and Activities to be used for evaluation shall be considered illustrative and not exhaustive. Faculty may include additional items in any category at the level they deem appropriate with an appropriate rationale for their inclusion.

2. Items within each level of Teaching/Performance of Primary Duties, Research/Creative Activity, and Service are NOT presented in priority order.

3. Research and Creative Activity, and Service are considered of equal importance in the evaluation of faculty performance.

4. Quality of activities as well as quantity will be an important consideration. Documentation supporting the quality of activities may be provided.

5. Primary duties other than teaching will be evaluated based on the assigned responsibilities (e.g., program area coordinators, laboratory coordinator). A copy of the responsibilities must be included in the portfolio. Primary duties will be evaluated in proportion to the credit unit assignment as shown on the assignment of duties form.

6. Teaching load, including the number of courses taught per semester, number of students per course, diversity of course type and delivery, graduate level, and honors courses shall be considered by the reviewers.

7. 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; this shall not have a negative impact on their evaluation.

Methods of Evaluation

A. Duties of Personnel Committee

1. The HTM Personnel Committee will review and discuss documentation as submitted by the faculty member. The HTM Personnel Committee may request additional supportive materials and/or a conference to discuss materials with the faculty member.

B. Chair Evaluation

1. Once each evaluation period, the Chair (or Dean's designee) will visit (face-to-face or virtually) a course of each faculty member. This visit will yield a written evaluation of the faculty member's teaching effectiveness.

C. Peer Evaluation

1. For annual evaluations of probationary faculty, once each year a tenure/tenure-track peer (from the College of Business and Technology) will visit (face-to-face or virtually) a course of each faculty member. This visit will yield a written evaluation, based on the HTM form, of the faculty member's teaching effectiveness. For faculty submitting for promotion to full professor or PAI, a minimum of two peer evaluations from two different evaluators, over the evaluation period, are required.

   D. Student Evaluations

      1. Each employee who teaches a course or other instructional activity shall have her/his teaching effectiveness evaluated by students. Faculty will conduct student evaluations (in print or online) using the HTM evaluation form which includes the approved university core items. For tenure or tenure track faculty, at least one course per semester will be evaluated. For non-tenure track faculty, every course must be evaluated.

      2. Per the contract, all faculty are responsible for maintaining copies of all student evaluations and statistical analyses 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. All written (open ended) comments from each class in which evaluations are conducted 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 will be taken into account.

      5. Chair, peer, and student evaluations will be given equal weight in evaluating teaching.

      6. In class student evaluations will be administered by a faculty member, administrator, staff, or student and returned to the appropriate office. On line evaluations will be conducted according to university guidelines to protect student confidentiality.

Categories of Materials and Activities

I.   Teaching/Performance of Primary Duties

A rating of Satisfactory requires documentation of at least two of the following:
(1) Chair/associate chair classroom visitation evaluations indicating at least satisfactory performance;
(2) Peer classroom visitation evaluation indicating at least satisfactory performance;
(3) Evidence of satisfactory class activities that enhance teaching and learning; or
(4) Student evaluations indicating at least satisfactory performance (generally an average of 3.20 to 3.59).

A rating of Highly Effective requires documentation of at least two of the following:
(1) Chair/associate chair classroom visitation evaluations indicating at least highly effective performance;
(2) Peer classroom visitation evaluation indicating at least highly effective performance; or
(3) Evidence of highly effective class activities that enhance teaching and learning; or

(4) Student evaluations indicating at least highly effective performance (generally an average of 3.60 to 3.99).

A rating of Superior requires documentation of at least two of the following:
(1) Chair/associate chair classroom visitation evaluations indicating superior performance;
(2) Peer classroom visitation evaluation indicating superior performance;
(3) Evidence of superior class activities that enhance teaching and learning; or
(4) Student evaluations indicating superior performance (generally an average of 4.00 and above).

A. The **Satisfactory** level documentation must include items 1-6, and may include other items.
1. Receiving peer evaluation rating of satisfactory.

2. Receiving Chair evaluation rating of satisfactory.

3. Receiving student evaluation rating(s) of satisfactory. Generally, student evaluation scores of 3.20-3.59 (overall for all items and all courses) are considered as Satisfactory. Teaching load, number of different courses taught per semester, number of students per course, diversity of course type, delivery, and level, honors courses, and other factors shall be considered by reviewers.

4. Providing course syllabus, whether online or in print, for each course taught to include the following: approved course description, text(s), approved course objectives, approved course outline, and methods of evaluation.

5. Demonstrating oral English proficiency as mandated by Illinois statute.

6. Posting and maintaining office hours according to contract.

7. Providing examples of course assignments, activities, and examinations.

8. Incorporating basic technological features, such as student gradebook, discussion boards, or social media, into courses.

9. Maintaining membership in professional associations related to the discipline.

10. Receiving funding for teaching and primary duties.

B. The **Highly Effective** level of performance may be documented by the following:
1. Receiving peer evaluation rating of highly effective.

2. Receiving Chair evaluation rating of highly effective.

3. Receiving student evaluation rating(s) of highly effective. Generally, student evaluation scores of 3.60-3.99 (overall for all items and all courses) are considered as Highly Effective. Teaching load, number of different courses taught per semester, number of students per course, diversity of course type, delivery, and level, honors courses, and other factors shall be considered by reviewers.

4. Course materials, supplemental instructional materials, and other evidence of the use of a variety of teaching techniques (e.g. facilitating field trips, arranging for guest speakers, community or industry based projects).

5. Participating in short term professional development activities (e.g. weekend or week long seminars) to develop teaching skills.

6. Obtaining or maintaining a professional certification in the discipline.

7. Serving on a graduate student committee (e.g. thesis, comprehensive exam, major project.

8. Receiving funding of at least $1000 for teaching and primary duties (at least $2000 for promotion and PAI multi-year evaluations).

C. The **Superior** level of performance may be documented by the following:

1. Receiving peer evaluation rating of superior.

2. Receiving Chair evaluation rating of superior.

3. Receiving student evaluation rating(s) of superior. Generally, student evaluation scores of 4.00 or higher (overall for all items and all courses) are considered as Superior. Teaching load, number of different courses taught per semester, number of students per course, diversity of course type, delivery, and level, honors courses, and other factors shall be considered by reviewers.

4. Completing long term professional development activities (e.g. fellowship, internship, or sabbatical) related to increasing teaching effectiveness/ performance of primary duties.

5. Receiving teaching awards and/or recognition for excellence in teaching/performance of primary duties.

6. Developing, implementing or maintaining advanced technological applications to enhance learning (e.g. simulations, webcams, animations, and extensive resource site)

7. Developing program assessment activities and materials.

8. Developing new course proposals (face-to-face or online), that have been approved by the necessary curriculum committees.

9. Receiving funding of at least $2000 for teaching and primary duties (at least $4000 for promotion and PAI multi-year evaluations).

10. Sabbatical/fellowship/internship activities or deliverables related to teaching and primary duties not otherwise included in the portfolio.

II. Research and Creative Activity

A. The **Satisfactory** level may be documented by the following:

1. Holding membership in professional research organizations or research sections of other professional organizations. Faculty member must provide documentation of how membership qualifies as research related and is different than the professional membership (s) listed for III.A.4.

2. Participating in professional development activities to enhance research skills.

3. Participating in roundtable discussion groups and/or seminars related to research and creative activity within the discipline.

4. Receiving funding for a research and/or creative activity.

B. The **Significant** level may be documented by the following:

1. Submitting research and/or creative activity proposals that were reviewed but not accepted for publication, funding, or presentation.

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 panelist on a panel discussion related to research and/or creative activity in the discipline.

5. Leading a peer-reviewed roundtable discussion groups and/or seminars related to research and creative activity within the discipline.

6. Authoring curriculum guides, laboratory manuals, resource manuals, or other instructional aids.

7. Receiving funding of at least $1000 for research or creative activity (at least $2000 for promotion and PAI multi-year evaluations).

C. The **Superior** level may be documented by items in the following list. Faculty submitting for promotion or PAI must have at least one article accepted or published in a peer reviewed journal in the discipline during the evaluation period.

1. Serving as a reviewer for books, journals, and other media related to the discipline.

2. Serving as a reviewer/referee of research or creative activity proposals/abstracts for professional meetings, conferences, and/or internal/external funding agencies related to the discipline.

3. Receiving funding of at least $2000 for research or creative activity (at least $4000 for promotion and PAI multi-year evaluations).

4. Presenting peer-reviewed research and/or creative activity to a professional audience.

5. Presenting as an invited or keynote speaker to a professional audience.

6. Authoring, co-authoring or editing of books or chapters of books related to the discipline.

7. Having an article accepted in a peer-reviewed journal in the discipline.

8. Receiving research/creative activity awards and/or recognition for excellence in research and/or creative activity.

9. Sabbatical/fellowship/internship activities or deliverables related to research and creative activity not otherwise included in the portfolio.

III. Service

A. The **Satisfactory** level may be documented by the following:

1. Serving on HTM committees.

2. Providing professionally related service to community groups (e.g. judging at local fairs).

3. Participating in professional development activities to enhance service opportunities and skills.

B. The **Significant** level may be documented by the following:

1. Chairing a HTM committee.

2. Serving on a College or University committee.

3. Serving as an advisor for a student organization.

4. Serving as an officer in district or local professional organizations.

5. Providing professionally related service to community groups, non-academic boards, industry group, government agencies, schools, or similar organizations associated with the discipline.

6. Publishing or presenting in the lay media (e.g. media interviews, articles).

C. The **Superior** level may be documented by the following:

1. Serving as an officer in state, regional, national and/or international professional organizations related to the discipline.

2. Holding leadership committee membership in state, national, and/or international professional organizations.

3. Chairing a College or University committee.

4. Serving on a major University council/committee (Faculty Senate, CAA, CGS, CASL, COTE, IRB, or UPC) or major ad hoc university committee.

5. Providing leadership to a community groups, non-academic boards, industry groups, government agencies, schools, or similar organizations associated with the discipline.

6. Organizing or chairing a conference, symposium, or workshop related to the discipline.

7. Receiving service awards and/or recognition for service efforts.

8. Serving on UPI in an elected position.

9. Sabbatical/fellowship/internship activities or deliverables related to service not otherwise included in the portfolio.

CRITERIA FOR PEER AND CHAIR EVALUATION

Hospitality and Tourism Program

Instructor Being Evaluated:

Date:

Course Title and Number:

Evaluator:

1. Demonstrates evidence of preparation:

2. Delivers material in an organized manner:

3. Demonstrates competence in subject matter:

4. Incorporates a variety of teaching techniques as appropriate to the topic:

5. Engages students in the material:

6. Demonstrates oral English proficiency.

7. How would you rate this instructor in overall effectiveness?

Additional Comments:

Required University Items for Student Evaluations:

1. The instructor demonstrates command of the subject matter or discipline.
2. The instructor effectively organizes knowledge or material for teaching/learning.
3. The instructor is available during office hours and appointments.
4. The instructor presents knowledge or materials effectively.
5. The instructor encourages and interests students in the learning process.