

To: Dr. Don Holly, Chair, Department of Sociology, Anthropology, and Criminology

From: Ryan C. Hendrickson, Provost

Date: April 26, 2024

Cc: Brad Tolpannen, AVPAA  
Barbara Bonnekessen, Dean, College of Liberal Arts and Sciences

I am writing to thank the Department of Sociology, Anthropology and Criminology 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 Criterias are available at: <https://www.eiu.edu/acaffair/DACnew.php>

**DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND CRIMINOLOGY**  
**Departmental Application of Criteria**  
2022-2026

Evaluations of faculty members in the Department of Sociology, Anthropology, and Criminology, for the purpose of retention, tenure, promotion, or professional advancement increases, shall be based on three performance areas: (1) Teaching/Performance of Primary Duties, (2) Research/Creative Activity, and (3) Service. The department considers research/creative activity and service having equal importance. Clear and concise documentation of activities in the evaluation period is to be placed in the most appropriate performance area of the portfolio. A single activity shall not appear in more than one performance area, unless division of the activity is clearly explained and justified. This Department of Sociology, Anthropology, and Criminology Departmental Application of Criteria (DAC) is the basis of the performance evaluation, reflects the dynamics of the department's culture, and accommodates an evaluation of faculty members' expectations by, and contributions to the department, the university, and the profession. In that regard, "purposes of evaluation are to judge the degree of effectiveness of an employee's performance, to identify areas of strength and weakness, and to improve employee performance" (8.1.a - Unit A; 8 - Unit B), encouraging pursuit of the higher-order activities valued by the culture and the tradition of the department.

Categories of materials and activities listed in the DAC represent extended but not exhaustive examples for evaluation of departmental members, and all categorical activities are listed in order of their relative importance.

**I. Categories of materials and activities considered appropriate, by performance area**

**A. Teaching/Performance of Primary Duties**

**1. Categories of Materials and Activities**

**a. Student Course Evaluations**

- i. Student course evaluations shall be administered using the university-approved instrument. All faculty members (tenured, tenure-track, annually contracted; full-time, part-time) will ensure that student course evaluations are conducted in all courses taught in each academic term using the university-approved instrument except in courses with a single student enrolled. Faculty have the option of including student course evaluations conducted during summer terms.
- ii. Inclusion of written comments by students is at the discretion of the faculty member. If comments are included, all comments from all courses taught during the evaluation period must be included.
- iii. Student course evaluations must be administered by a faculty member other than the instructor of record or by the office manager in the Department of Sociology, Anthropology, and Criminology or using the university-approved online evaluation system.
- iv. Completed paper student course evaluations will be returned immediately to the departmental office to be sealed and delivered in a timely manner to the office of Testing and Evaluation Operations by either the chair or the departmental office manager. All evaluations, paper and electronic, must be conducted within the last two weeks of each semester, unless administratively mandated otherwise.

**b. Classroom Visitation Reports**

- i. Each Unit A faculty member seeking retention or tenure will invite the chair and a tenured faculty member of the department to visit at least one class during the current evaluation period. The chair and tenured faculty member shall provide written evaluation using the Approved University Peer Evaluation Form. All

completed evaluations during the current evaluation period must be included in the faculty member's portfolio.

- ii. Each Unit B faculty member seeking reappointment will invite the chair and a tenured faculty member of the department to visit at least one class each calendar year during the current evaluation period. These visitors shall provide written evaluation using the Approved University Peer Evaluation Form. All completed evaluations during the current evaluation period must be included in the faculty member's portfolio.
  - iii. Each Unit A faculty member seeking promotion to full professor or Professional Advancement Increase (that requires a full evaluation) will invite the chair and a tenured faculty member of the department to visit at least three classes from different semesters during the multiple-year evaluation period. These visitors shall provide written evaluation using the Approved University Peer Evaluation Form. All completed evaluations during the current evaluation period must be included in the faculty member's portfolio.
- c. Course Related Documents and Teaching Materials (including all syllabi and other representative teaching materials (e.g., handouts and PowerPoint slides))
- d. Supplemental Materials and Activities
- i. Thesis committee chair
  - ii. Thesis committee member
  - iii. Supervise independent study/student research
  - iv. Contribution to the department via curriculum revision, course development, and/or technology-delivered instruction (web courses)
  - v. Study abroad
  - vi. Service learning
  - vii. Experiential learning opportunities (e.g., guest speakers and field trips)
  - viii. Participation in interdisciplinary, interdepartmental, intercollegiate, and off-campus instruction
  - ix. Student advisement or similar activities (e.g., 4 + 4 teaching)
  - x. Grants, workshops, webinars, or other continuing education opportunities to enhance teaching skills or substantive areas
  - xi. Teaching award(s) and honor(s) from international, national, regional, state, local, and/or campus organizations

## **B. Research/Creative Activity**

### **1. Categories of Materials and Activities**

- a. Publications
  - i. Monographs (in-press or published) and peer-reviewed journal articles, book chapters, and edited volumes (accepted, in-press, or published)
  - ii. Non-peer-reviewed research products (e.g., articles, book chapters, edited volumes, book reviews, technical reports) and creative activities (e.g., documentary films, museum exhibits, performances) (accepted, in-press, or published)
- b. Grants and contracts awarded from international, national, and regional level entities (e.g., NSF, NIH, and NIJ; various publishers and presses)
- c. Papers presented at international, national, and regional meetings
- d. Grants and contracts awarded from state-level entities
- e. Papers presented at state meetings

- f. Grants and contracts awarded from local and/or campus-based entities
- g. Papers and presentations for local and/or campus-based organizations
- h. Grants applied for, at any level, unsuccessful
- i. Continuing education to enhance research skills (e.g., research training and workshops; software and data analysis webinars, etc.)
- j. Research award(s) and honor(s) from international, national, regional, state, local, and/or campus organizations

### **C. Service**

#### **1. Categories of Materials and Activities**

- a. Serving in a leadership position for an international, national, regional, or state organization.
- b. Serving in a leadership position for a university council/committee
- c. Chair/leadership on a departmental committee
- d. Serving on a committee of a national or regional organization
- e. Serving on a university council/committee
- f. Serving as an advisor or sponsor of a student organization
- g. Serving on a departmental committee
- h. Paper sessions organized, chaired, or discussed at national, regional, or state meetings
- i. Reviewing/refereeing manuscripts for publication, professional organizations, and grants
- j. Seminars, workshops, or consulting provided
- k. Serving as a member with professional expertise on a community and/or public committee
- l. Reviewing and editing manuscripts of colleagues
- m. Continuing education to enhance or learn service skills
- n. Service award(s) and honor(s) from international, national, regional, state, local, and/or campus organizations

#### **II. Methods of evaluation to be used, by performance area**

For Unit A faculty applying for retention in a given year, tenure, promotion, or PAI, evaluation criteria must be met at the level of performance as specified in Section 8.6 of the 2022-2026 EIU-UPI Unit A agreement. For Unit B faculty, evaluation criteria must be met at the level of performance as specified in Section 8.1 of the 2022-2026 EIU-UPI Unit B agreement.

#### **A. Teaching/Performance of Primary Duties**

Using the criteria and materials described below, a faculty member's teaching/performance of primary duties will be evaluated as either superior, highly effective, satisfactory, or unsatisfactory.

The Departmental Personnel Committee (DPC) and the chair of the department will independently review the documentation of teaching/performance of primary duties submitted by the faculty member. These reviewers may request written statements addressing the quality of teaching/primary duties from peers and professionals within and outside the department who are familiar with the faculty member's performance.

##### **a. Student Course Evaluations**

For all student course evaluations, a statistical summary (mean of medians) shall be submitted with each course evaluation conducted along with the global mean of the

medians across all courses for the evaluation period. Student course evaluations are evaluated within the context of classroom visitation reports, teaching materials, and other demonstration of primary duties.

In assessing student course evaluations of teaching effectiveness, evaluators shall consider such factors as: size of class, response rate, the level of the class (lower division, upper division), required or elective status of the class, number of writing intensive classes, whether students are primarily majors in sociology and/or criminology, and, innovative pedagogical techniques and new course development.

b. Classroom Visitation Reports

Teaching will be evaluated using the Approved University Peer Evaluation Form. Each visitation report shall evaluate the faculty member's effectiveness in teaching/primary duties as unsatisfactory, satisfactory, highly effective, or superior.

c. Course Related Documents and Teaching Materials

Faculty must provide representative course materials for courses which students have evaluated or in which a classroom visitation has taken place. Faculty are also encouraged to contextualize their teaching through a personal narrative describing their teaching efforts over the evaluation period.

d. Supplemental Materials and Activities

i. Thesis committee chair

Faculty serving as the chair of a student thesis committee must provide materials and/or documents reflecting such activities.

ii. Thesis committee member

Faculty serving as a member on a student thesis committee must provide materials and/or documents reflecting such activities.

iii. Supervise independent study/student research

Faculty supervising independent study and/or student research activities must provide materials and/or documents reflecting such activities.

iv. Contribution to the department via curriculum revision/development and/or technology-delivered instruction (web courses)

Faculty directly involved in substantial course revision, coordination with other courses for purposes of sequencing, or course development must submit appropriate documentation enabling assessment of such activity. More broadly-based revision of the sociology, anthropology, and/or criminology curriculum occurring by way of the department curriculum committee should be reported and documented under service.

v. Study abroad

Faculty engaged in study abroad programming must provide materials and/or documents reflecting such activities.

vi. Service learning

Faculty engaged in service learning activities must provide materials and/or documents reflecting such activities.

vii. Experiential learning opportunities

Faculty using experiential learning activities must provide materials and/or

documents reflecting such activities.

- viii. Participation in interdisciplinary, interdepartmental, intercollegiate, and off-campus instruction  
Faculty involved in such cross-disciplinary, team activities related to teaching must submit their student course evaluations and their course-related documents, as detailed in II.A.a. above.
- ix. Student advisement or similar activities (e.g., 4 + 4 teaching)  
Faculty must provide documentation for student advisement and similar activities.
- x. Grants, workshops, webinars, or other continuing education opportunities to enhance teaching skills or substantive areas  
Faculty must provide summary contents and performance indicators as documentation for continuing education taken to enhance teaching skills.
- xi. Teaching award(s)/honor(s) from international, national, regional, state, local, and/or campus organizations  
Faculty must provide appropriate materials as documentation for any teaching awards or honors earned during the evaluation period.

### **Teaching Levels of Evaluation**

**\*Level I:** Evidence of **satisfactory performance** in the area of teaching/primary duties is generally indicated by, but is not limited to, the following:

1. Student course evaluation reports from the university-approved instrument of all assigned classes in the evaluation period with a global mean of the medians of at least 3.00. If the faculty includes written comments by students, then all written comments by students for all classes for the evaluation period must be included.
2. Classroom visitation reports indicating attainment of the satisfactory level of overall teaching performance.
3. Evidence of satisfactory teaching, indicated by a review of materials submitted for II.A.c. above, with examples of activities from II.A.d.

**\*Level II:** Evidence of **highly effective performance** in the area of teaching/primary duties is generally indicated by, but is not limited to, the following:

1. Student course evaluation reports from the university-approved instrument of all assigned classes in the evaluation period with a global mean of the medians of at least 3.50. If the faculty includes written comments by students, then all written comments by students for all classes for the evaluation period must be included.
2. Classroom visitation reports indicating attainment of the highly effective level of overall teaching performance.
3. Evidence of highly effective teaching, indicated by a review of materials submitted for II.A.c. above, with examples of activities from II.A.d.

**\*Level III:** Evidence of **superior performance** in the area of teaching/primary duties is generally indicated by, but is not limited to, the following:

1. Student course evaluation reports from the university-approved instrument of all assigned classes in the evaluation period with a global mean of the medians of at least 4.00. If the faculty includes written comments by students, then all written comments by students for all classes for the evaluation period must be included.
2. Classroom visitation reports indicating attainment of the superior level of overall

teaching performance.

3. Evidence of superior teaching, indicated by a review of materials submitted for II.A.c. above, with examples of activities from II.A.d.

## **B. Research/Creative Activity**

Using the criteria and materials described below, Unit A faculty will be evaluated as having achieved superior, significant, satisfactory, or unsatisfactory performance in research/creative activity.

The DPC and the chair of the department will independently review the creative work and the documentation of research activity submitted by the faculty member. These reviewers may request written statements as to the quality of the material from peers and professionals within and outside the department, with the knowledge and consent of the faculty member, and may discuss the creative work/research with the faculty member. Reviewers may consider the potential impact of teaching load on research/creative activity.

### **Research/Creative Activity Levels of Evaluation**

**\*Level I:** Evidence of **satisfactory performance** in the area of research/creative activity is generally indicated by the annual performance of at least one activity from categories b-j on the list in I.B.1. above.

**\*Level II:** Evidence of **significant performance** in the area of research/creative activity is generally indicated by the annual performance of at least two activities from categories b-j on the list in I.B.1. above. For tenure, promotion, and professional advancement increase (PAI), significant accomplishments must include at least four activities from category a (with at least two activities from a.i.) on the list in I.B.1. above, and other activities from b-j. Special consideration can be given by the chair and DPC for exceptional achievement in any category (a-j) on the list in I.B.1. above.

**\*Level III:** Evidence of **superior performance** in the area of research/creative activity is generally indicated by the annual performance of at least three activities, one of which must be from category a.i. on the list in I.B.1 above. For tenure, promotion, and PAI's, superior accomplishments must include at least five activities from category a (with at least three activities from a.i.) on the list in I.B.1 above, and other activities from categories b-j. Special consideration can be given by the chair and DPC for exceptional achievement in any category a-j on the list in I.B.1. above.

## **C. Service**

Using the criteria and methods described below, Unit A faculty will be evaluated as having achieved superior, significant, satisfactory, or unsatisfactory performance in service.

The DPC and the chair of the department will independently review the documentation of service activities submitted by the faculty member. These reviewers may request written statements addressing the quality of service from peers and professionals within and outside the department who are familiar with the faculty member's service. Reviewers may give additional consideration to the potential impact of teaching load on service.

Each service activity will be assigned a point value using the following method: activities from category a will be assigned 2 service points, activities from categories b and c will be assigned 1.5 service points, and activities from categories d-n will be assigned 1 service point.

### **Service Levels of Evaluation**

**\*Level I.** Evidence of **satisfactory performance** in the area of service is generally indicated by the annual earning of three service points. Special consideration can be given by the chair and

DPC for exceptional achievement in service (e.g., considerable service at the national or regional level, an achievement award from a national organization, etc.).

\*Level II. Evidence of **significant performance** in the area of service is generally indicated by the annual earning of six service points. For tenure, promotion, and PAI's, significant accomplishments should include an average of six service points for each year of the evaluation period. Special consideration can be given by the chair and DPC for exceptional achievement in service (e.g., considerable service at the national or regional level, an achievement award from a national organization, etc.).

\*Level III. Evidence of **superior performance** in the area of service is generally indicated by the annual earning of nine service points, with at least one service activity from categories a-c. For tenure, promotion, and PAI's, superior accomplishments should include an average of nine service points for each year of the evaluation period, with at least two service activities from categories a-c. Special consideration can be given by the chair and DPC for exceptional achievement in service (e.g., considerable service at the national or regional level, an achievement award from a national organization, etc.).

Departmental Approval: 11/28/2023