

**Department of Economics and Decision Sciences  
College of Business and Technology  
Western Illinois University**

***Department Criteria for Unit A Faculty  
WIU/UPI 2010-2015 Contract  
Effective date: August 22, 2011***

The Department Criteria (“Criteria”) follow Article 20 of the 2010-2015 Agreement between UPI and the University (hereafter referred to as Agreement), but amplify their application to the specific needs of the Department of Economics and Decisions Sciences (“Department”). Faculty and Department Personnel Committee (“DPC”) members must review the relevant sections of the Agreement and this Criteria before submitting or evaluating portfolios. The Agreement also describes the evaluation process and the various stages through which it passes according to an announced time table.

The DPC will consist of five members, and be constituted from amongst the tenured faculty by a secret ballot of all Unit A faculty members. Tenured faculty members who indicate that they are not interested or willing to fully participate will be eliminated from the ballot. The candidates with the largest number of votes will be chosen to serve on the DPC. Ties will be decided by a coin toss. In case the Department does not have the requisite number of tenured faculty, the DPC may be constituted by the inclusion of a required minimum number of tenure-track faculty. The Chair of the Department will initiate the process of constituting the DPC. A Chair of the DPC will be elected at the first meeting of the DPC and will be responsible for organizing the proceedings of the DPC. Members of the DPC will not participate in the evaluation of their own cases. Family members will not be permitted to evaluate each other for retention, promotion, or tenure. The remaining members of the DPC will be responsible for evaluation of such cases.

**Educational Requirements for Promotion and Tenure:**

The educational requirement for Unit A faculty members is a Ph.D. in Economics, Decision Sciences, or a related field. All degrees must be awarded by, and all graduate study completed at, an accredited institution.

**Evaluation Criteria**

In evaluating the performance of an applicant, no attempt will be made to compare one individual with another. The evaluation will be entirely based on the materials in the employee’s evaluation portfolio, and the standards specified in the department criteria. It is the responsibility of all faculty to submit on-time and complete portfolios. Breach of ethical behavior or violation of policy/regulations can enter the evaluation only if such violations are documented in a faculty member’s official personnel file. Such documentation occurs after proper procedural requirements are followed in accordance with Articles 21 or 38, as appropriate, of the Agreement. Student and program assessment results will not be used in the evaluation. Three areas are evaluated: Teaching/Primary Duties, Scholarly/Professional Activities, and Service Activities. Teaching/Primary Duties is the most important of the three areas. Evaluators may request further materials, explanation, and/or additional documentation as they deem necessary.

## **A. TEACHING/PRIMARY DUTIES**

The teaching components consist of content, delivery, and evaluation. Content refers to a course meeting stated course objectives. Effective delivery is reflected in a number of ways, such as evidence of incorporation and ongoing use of critical thinking, innovative methods and newer ideas gathered from professional sources, including attendance at faculty development workshops. In addition, oral and written proficiency in English must be evident (and capable of being demonstrated) for all teaching faculty. The evaluation of courses includes both faculty assessment of student learning, student evaluation of the faculty, regularity in meeting classes and availability during posted office hours, timeliness of instructional materials, assignments requiring significant writing, and other evidence of teaching effectiveness. The suggested lists of activities are by no means exhaustive. Any activity that enhances teaching effectiveness and aims at meeting the professional responsibilities is a relevant activity, and may be reported for evaluation purposes. A narrative documenting teaching performance should be included in all evaluation portfolios.

Assignments in non-teaching/teaching related activities may be classified as primary duties and assigned aces. If assigned aces, these activities must be evaluated as primary duties. Otherwise, such service and/or scholarly professional duties shall be counted and evaluated within the service or scholarly/professional activity categories.

### **1. Student Evaluations:**

Student evaluations will be administered in all classes taught by all faculty, unless the format of the class would make such evaluations inappropriate or the course is taught during the summer session or intersession. Student evaluations for summer session and intersession courses are optional. Faculty members may ask that they be administered. However, if administered, the results of these student evaluations must be submitted with all retention and promotion applications. The only exceptions are those courses which the Department Chair and DPC Chair have agreed have formats which make student evaluations inappropriate.

All official student evaluations remain the property of Western Illinois University. Originals of all course evaluation summaries (quantitative analysis) will be provided to each employee. Student course evaluations will be compiled for each class separately. The standard Department of Economics and Decision Science student evaluation instrument must be administered by the department chair or his/her designee to the classes taught by the faculty, in accordance with the Agreement, section 20.11. Student evaluations must be done when the faculty member teaching the course is not present in the class. Family members of faculty being evaluated cannot serve as proctors. When an off-campus or distance learning class has a facilitator, other than the instructor teaching the class, the Chair, or his/her designee, may have this facilitator administer the student evaluations and return them to the Chair or his/her designee. When there is no on-site facilitator, the student evaluations will be mailed to individual students along with an envelope addressed to the Chair or his/her designee. If necessary, faculty may transport completed evaluations that have been placed in a sealed envelope by a proctor or responsible student with the seal signed by the proctor or student. Procedures for handling student evaluations for team-taught courses will be the same as for regular courses.

The students must be informed that the instructor will not obtain the evaluation results until after final grades are assigned and submitted. Additionally, the students cannot be asked to sign their names on the evaluation sheet. Students should be given sufficient time to complete the evaluations and be provided pencils so that evaluations are properly completed. After grades are turned in to the University Registrar's Office, and the course evaluation analysis is completed, a copy of each course evaluation statistical summary will be given to the faculty member and the Department Chair will retain a copy. If a faculty member does not receive a course statistical summary, the Department Chair must be informed as soon as possible. The omission of any course evaluation due to circumstances beyond the control of a faculty member shall not be considered in violation of the requirement that all courses be evaluated.

Upon completing all course evaluations in a given semester, the departmental secretary will manage the procedures for conducting the statistical analysis. Faculty will be required to keep/save all official course evaluations for use in documenting the effectiveness of their teaching performance when the said employee requests consideration for retention, promotion, tenure, or the four-year evaluation of the tenured faculty.

In all courses, the original student evaluation forms will not be returned to the instructor. Instead, the written responses to the open-ended questions will be transcribed and the transcript of the comments will be returned to the instructor. In case there is a need to verify accurate transcription of responses to the open-ended questions, the originals will be verified jointly by the Chair of the department and the Chair of the DPC. Corrections, if any, will be incorporated into the transcripts after this verification. If a faculty member still is not satisfied as to the accuracy of the transcripts, she/he may designate a third party to review the originals with the Chair of the Department and the Chair of the DPC. The original bubble sheets from the student evaluations can always be reviewed by the faculty member.

In their evaluation portfolio, all faculty employees shall submit official student course evaluations (quantitative summaries of student course evaluations) for all courses taught (with the exception of independent study, internship, pass/fail, and/or satisfactory/unsatisfactory type classes) during fall and spring semesters. If the distance learning courses (as described in Article 16) do not generate enough responses for student evaluation, and if the few available responses do not represent the totality of the class, an effort must be made to weigh the student evaluation in the backdrop of the difficulties of the situation.

The evaluators shall review course evaluation summaries along with other teaching measurements provided and make a professional judgment as to the level of teaching effectiveness (qualitatively and quantitatively) an employee has achieved during the evaluation period. Numerical scores on evaluations should not be the sole determinant in retention, promotion, tenure, and four-year appraisal recommendations. Evaluators should not render negative personnel decisions based on one or a few low scores or one or a few classes, but rather evaluators should interpret numerical scores from student evaluations in terms of clear and consistent "patterns" that have developed over the appropriate evaluation period. Evaluators must judge whether an employee has or has not met the requirements for retention, promotion, or tenure.

All courses should include a textbook or readings list and a syllabus. At least two examinations are also required.

The evaluation of the faculty member's teaching performance with regard to student evaluations will begin with a review of the faculty member's average on the question "In general, how would you rate this instructor?" For retention in PY 1, the benchmark on this question is 3.0 on a 5.0 point scale, where 3.00 is good. For tenure, and promotion to associate professor, the expectation is that the faculty member will have reached a benchmark of 3.30 on a scale of 5.00. For promotion to full professor, the benchmark is 3.30 on a scale of 5.0. An additional expectation on the student evaluations is that a majority of the students rate the faculty member as good or better.

Further, the narrative could note and the committee should take into account that factors such as the following can adversely affect student evaluations: the course is for non-majors; the course is required; the course is analytical, mathematical, or quantitative; the enrollment is international; the course is a CODEC or distance learning course; the course is a new course or a new preparation; the faculty member taught a number of new preparations or had teaching assignments in excess of the normal load; the course is a summer course. The number of different courses taught during the evaluation period should also be taken into account.

For purposes of evaluating a faculty member's teaching, on-and off-campus sections of the same class will be regarded as different classes. The evaluators will carefully consider the following items when evaluating an employee's performance: type of distance education; number of sites and number of students; faculty member's prior experience with this type of distance education and/or this course; course format (lecture, discussion, types of assignments, examinations, etc.); and type and level of course (required, elective, graduate, undergraduate, major, non-major, pass-fail etc.), and any other considerations that is appropriate in evaluating the performance of an employee in teaching/primary duties.

#### Other teaching evidence:

Other teaching evidence needs to be provided as per examples in the list below. The list is suggestive and not exhaustive. It is presumed that these activities enhance the effectiveness of teaching performance. Practices demonstrating faculty concern for student learning, help in improving the quality of their study habits, and endeavors to improve their learning can also be included as activities fit to be considered for evaluation of teaching.

### Course quality:

1. Course syllabi (syllabi for all courses given during the evaluation period must be submitted. Factors in evaluating the syllabi: appropriate and current and substantive content; writing assignments [papers, reviews, projects]; effective outside assignments/internet investigation; graded homework; critical thinking or other special project assignments; statement of course objectives, other relevant factors)
2. Lecture notes (a representative selection not to exceed 25 pages may be submitted indicating their clarity and detailed nature)
3. Extended statements on course objectives in light of the university mission, implementation of stated objectives, and their successful achievement
4. Examinations
5. Handouts, teaching aids, audio-visual aids
6. Additional class meetings for exam review
7. Extended individual or small group tutorial work sessions
8. Evidence course meets the goals of General Education (if appropriate)
9. Incorporation of materials to enhance computer skills
10. Activities to enhance written and oral communication skills
11. Command of and currency in subject matter/discipline
12. Ability to organize, analyze and present knowledge or material
13. Ability to encourage and engage students in the learning process
14. Application of new methodologies and technologies of instruction
15. Documented participation in professional growth activities contributing to enhanced teaching
16. Class projects
17. Course revisions
18. Curriculum development
19. Laboratory exercises
20. Computer aided or managed instruction
21. Programmed learning materials
22. Experimental exercises

### Class visitations

Any faculty member, or the Department Chair, may request attendance by the Department Chair or any other faculty member(s), who is not a family member, at a limited number of sessions during a semester. Visitors will provide written descriptions and assessments of teaching performance to the faculty member for use as documentation of teaching content and process. Faculty may request either an announced or an unannounced classroom visitation. (The visitor comments must include whether the visit was announced or unannounced.)

### Course innovations and improvements

1. Development of a new course
2. Substantive revision of an existing course
3. Teamwork to develop sequential order of courses or a track
4. Teamwork to revise, upgrade and integrate curriculum
5. Innovation and improvements in teaching and evaluation methods
6. Attendance at professional meetings/conference (teaching sessions)
7. Attendance at teaching seminars and workshops
8. Presentation at teaching seminars and workshops
9. Developing critical thinking methods
10. Development of new computer software for courses
11. Development of topic-specific and general videos for use in the classroom or as substitutes for classroom lecture
12. Thesis supervision
13. Membership on thesis committee
14. Organized field trips
15. Invited outside speakers to the classroom
16. Presentation to student groups on- or off-campus
17. Teaching awards
18. Unsolicited written testimonials from students, or written comments of student course evaluators

### **Combining Student Evaluations and Other Teaching Evidence**

The relative weight assigned to student evaluations will vary inversely with the variety and quality of other teaching evidence submitted. The less diverse the types of other evidence submitted and/or the lower the quality of the other evidence submitted, the greater the relative weight assigned to student evaluations.

### **Non-teaching primary duties**

Faculty engaged in non-teaching primary duties (such as research, student advising, program development) are required to submit a summary of their work. The amount of time required in their performance and the tangible output will weigh heavily in evaluation of the duties performed. These materials must be evaluated along with those submitted for teaching to arrive at an overall evaluation.

These materials will include such things as the nature of the duties assigned; progress made or completion of duties; written report or document(s) showing progress or completion of duties; and reference to the stated objectives of other assigned duties (has the objective been reached or not -- if work is in progress, will the objective be reached in the time frame agreed upon at the time these duties were assigned).

## B. SCHOLARLY/PROFESSIONAL ACTIVITIES

The second area to be evaluated is the employee's performance of his or her scholarly/professional activities. As in teaching/performance of primary duties, the DPC and the Chair of the Department must make a qualitative and quantitative professional judgment based on the Criteria as to meeting the requirements for retention, promotion, or tenure. These professional judgments will include (as appropriate) the following:

- The quality and quantity of research/scholarly/professional activities;
- The quality and quantity of research leading to presentation and/or publication;
- The nature, number and funding level of internal and external grants;
- The extent and nature of international, national, regional, state or local recognition of research /scholarly/ professional activities;
- The extent and nature of active participation/involvement in professional organizations (international, national, regional, state, or local--in terms leadership roles, office/position held, and invited participation by virtue of an employee's expertise -- academic and/or business expertise); and
- The impact of research/scholarly/professional activities on an employee's professional development.

All of the scholarly/professional activities submitted in the portfolio to the DPC must include a concise explanation along with documentation (a brief clarification narrative and copy of the article, abstract of the book, letter from the editor of a Journal or program chair of a conference, and any other necessary supporting documentation). The following shall apply in determining when to credit scholarly production (even though one year is emphasized here, the entire record is part of the evaluation process):

- Work in progress: may be cited in consecutive years but employees must document the nature and extent of the "progress."
- Actual publication: may not count if counted in the previous year as "accepted." No double counting of a presentation and a proceedings publication if the paper was presented at and published by the same conference. Employees must select only one item for inclusion in the portfolio under scholarly/professional activities, either the proceedings publication or the presentation, not both.
- Acceptance of a manuscript for publication: may count again even if counted in previous years as "work in progress." Some scholarly/professional activities may result in more than "one item" as identified in the Criteria. For example, a proceedings article at a conference may be "selected as one of the "Best Papers" for inclusion in a refereed journal sponsored by the same professional organization. In this situation, the employee may count the proceedings and the journal article (two separate items) if the original article has been significantly and substantially revised/updated to meet the publication requirements of the journal editorial board. It is the employee's responsibility to provide justification and documentation to support "multiple counting" of an article.
- It should be emphasized here that an evaluation of an employee's scholarly/professional activities is not merely counting the number of books, articles, presentations, etc., rather it involves a professional judgment by the evaluators about the quantitative and

qualitative employee contributions in this area. However, an evaluator may not substitute their judgment for those of the referees of a peer-reviewed journal. If a paper has been published in a peer-reviewed journal, an evaluator cannot make a judgment that it is not of high enough quality to be counted as peer-reviewed research.

The following categories are listed in order of priority from the highest to lowest (Category A is considered the highest, Category B next highest, and so on). Categories, however, shall remain flexible to upgrade item(s) from a lower-order category to a higher-order category, if such item(s) are outstanding and believed to be making equally substantial contribution as item(s) in a higher order category. The request for upgrading of item(s) from a lower order category to a higher order category must be accompanied by a written justification:

#### Category A

- Author/Co-author of a peer-reviewed (refereed) journal article
- Author/Co-author of an article in a national/international professional magazine.
- Editor or Guest Editor of an internationally circulated peer-reviewed journal in a professionally relevant area.
- Author/Co-author of a peer-reviewed scholarly book in a professionally relevant area.
- Principal investigator or co-investigator of a major external (to Western Illinois University) grant in the amount of at least \$10,000.
- Conference Chair, Co-Chair or Program Chair of an international, national or regional conference.
- Peer-reviewed article published in proceedings of a national or international conference. (Note that some conferences are referred to as workshops and these are included as well.)
- Award and/or fellowship or honor recipient for professional/scholarly work at a national or international level.
- Conducts workshop or seminar at the national or international level in a professionally relevant area.
- Author of a college level textbook by a recognized publisher.
- Other items deemed appropriate by the DPC.

#### Category B

- Paper presentation at a conference where papers were selected by a competitive process (e.g. by a program committee)
- Member of program committee of a national or international conference
- Editor of a regional or national peer reviewed journal in a professionally relevant area.
- Member of editorial board in a refereed international or national journal in a professionally relevant area.
- Editor of a national or international newsletter in a professionally relevant area.
- Editor or co-editor of a book of readings in a professionally relevant area.
- Officer of a professional organization in area of expertise (academic or practitioner organization/association).
- Author/co-author of a new edition of an existing book in a professionally relevant area.

- Associate/assistant editor of an international or national journal in business or a related area.
- Track chair or track co-chair (session chair) of a national or an international conference in a professionally relevant area.
- Monograph or book chapter in a widely circulated academic book or book series.
- Recipient of a grant (< \$10,000) from any external source.
- Externally published case studies, tutorials, assignments, exams, study guides, software, computer-aided business game or other supplemental materials.
- Conducts workshop or seminar at the state or regional level in a professionally relevant area.
- Author/Co-author of a peer-reviewed article in a regional professional magazine.
- Award or honor recipient at local, state or regional level.
- Professional consulting work
- Other items deemed appropriate by the DPC.

#### Category C

- Discussant or a member of a panel at a conference.
- Track chair or track co-chair of a regional or state conference in a professionally relevant area.
- Article in any regional, state, or local publication (such as a newspaper) in a professionally relevant area
- Membership on an editorial board of a regional or local journal.
- Editor of a state/ local journal.
- Judge at an academic or practitioner workshop/seminar/competition where the employee was invited based on his/her expertise in the area.
- Conducting a local or on-campus research-based seminar/workshop in a professionally relevant area.
- Reviewer for a conference in a professionally relevant area.
- Reviewer of book manuscripts or manuscripts submitted for publication as journal articles in a professionally relevant area of faculty member's expertise.
- Recipient of an internal competitive grant.
- Published book review or critique in an international or national journal in a professionally relevant area.
- Author/coauthor of a major (external/internal) unfunded grant proposal.
- Other items deemed appropriate by the DPC.

Performance Standards and Evaluation Procedures:

Scholarly/Professional Activities are not evaluated in PY 1 or PY 2 (Article 20.3.c of the 2010-2015 UPI Agreement). Plans for Scholarly/Professional Activities shall be included in the evaluation portfolio.

Retention in PY 3 (*cumulative activities to include PY 1 through PY 2*)

1. One activity from Category B or higher, and
2. One activity from Category C or higher.  
*Or equivalent and comparable activities*

Retention in PY 4 (*cumulative activities to include PY 1 through PY 3*)

1. Documented evidence of work in progress of research in preparation of an article for publication in a journal; and
2. One activity in Category B or higher; and
3. Two activities in Category C or higher.  
*Or equivalent and comparable activities*

Retention in PY 5 (*cumulative activities to include PY 1 through PY 4*)

1. Documented evidence of work in progress of research in preparation of two articles for publication in a journal; and
2. Two activities from Category B or higher; and
3. Two activities from Category C or higher.  
*Or equivalent and comparable activities*

PY 6 (*Application for Tenure — cumulative activities to include Fall PY 1 up to Date of Tenure Application*)

1. At least two *refereed* journal articles.
2. Plus two other Category B activities or higher; and three other Category C activities or higher; *or equivalent and comparable activities.*

For Promotion to Associate Professor (*cumulative activities from time as an Assistant Professor up to Date of Promotion Application*) [**Same as for Tenure**]

1. At least two *refereed* journal articles.
2. Plus two other Category B activities or higher; and three other Category C activities or higher; *or equivalent and comparable activities.*

For Promotion to Professor (*cumulative activities from time as an Associate Professor up to the date of Promotion Application*)

1. At least three *refereed* journal articles.
2. Plus three other Category B activities or higher; and four other Category C activities or higher; *or equivalent and comparable activities.*

Notes:

1. Either the monograph based on a grant, or the grant itself, may count in the evaluation, but not both.
2. Citation of co- or joint-authorship is mandatory. In general, faculty who provide a significant contribution to a co-authored paper will receive full credit, regardless of the number of co-authors. In the Scholarly/Professional Activity narrative of the portfolio, each faculty member must state his or her individual contribution to any co-authored papers.
4. An item may be counted only after the publication (rather than after the acceptance for publication) in cases of retention only. In other cases, acceptance is sufficient.
5. On-line or electronic publications will be accepted on an equal footing with print- based publications, if the faculty member can show the on-line publication is of the same quality and status as a print-based publication.

### **C. SERVICE ACTIVITIES**

This category includes Department, College, and University activities as well as service to the community, region and state. Service activities must relate to the professional responsibilities of the employee, that is, only service activities that are provided by virtue of the professional expertise of the employee or by virtue of his or her position will be considered. As a component of their departmental service, faculty members are expected to contribute constructively to shared governance within the department, and to orient their efforts so as to promote the meeting of the goals and plans of the department as a whole.

Examples of on-campus service include:

- University/College/Department Committee service;
- Recruitment/retention/assessment activities;
- Sponsorship of student organizations;
- Faculty or student mentoring activities;
- Service activities related to grants;
- Community or regional agency work or consultations.
- Other items deemed appropriate by the DPC.

Examples of service to the community, region, or state are listed below:

- Service activities related to holding an office/position or leadership role in a professional organization;
- Participation in the organization of a conference or workshop;
- Articles written solely for the purpose of dissemination of one's knowledge such as a column in a newspaper or an article in a professional newspaper;
- Training/retraining sessions provided in one's area of expertise;
- Participating in unpaid consulting activities;
- Other items deemed appropriate by the DPC;

### **Documentation to be considered in the evaluation process**

The review and evaluation of service activities is not merely counting the number of items provided in an employee's portfolio. Rather, it will involve a qualitative and quantitative evaluation based on the criteria of the effectiveness of the efforts and contributions made by the employee during the period of evaluation. It is the responsibility of the employee to provide clarification and documentation of her or his efforts in terms of the contributions made in University/Community Service. Documentation will include:

- A narrative written by the employee; this should include:
  - The degree of participation and the amount of time spent
  - Any reports of achievements prepared by committee chair;
  - Any letters /notes acknowledging the employee's service;
  - Any records of participation and attendance;
  - (if applicable) The quality of achievements/contributions and length of service
  - (if applicable) The extent and nature of a received recognition or an award
  - (as appropriate) The relationship of the service to the employee's assigned responsibilities and to the university.

The employee is expected to maintain copies of documentation related to Service achievement and activities. Chair of Department committees are responsible to see that minutes of meetings listing members present and absent are placed in a Department file and circulated to faculty of the Department as appropriate. They are also responsible for writing a final committee report for the Department that will be placed in the Department Annual Report. The final report should highlight accomplishment of the committee for the given year and be useful in organizing future work of the committee.

Service activities for which ACEs are assigned are evaluated by the Department Chair with input solicited from faculty and students as appropriate.

Faculty members assigned to the WIU-QC campus are eligible for all department service activities. All meetings of all department committees on which faculty members assigned to the WIU Quad Cities campus serve will be by either speakerphone or e-mail. The Department Personnel Committee is the only service activity that will require Quad City faculty members to travel to the Macomb campus. This is only for the physical review of applicant files for retention, promotion, and tenure should they be elected to the DPC. WIU-QC faculty members will be allowed to count service activities not available to faculty members on the Macomb campus. Faculty assigned to the Quad Cities should consult the Department Chair, who will consult with the Chair of the DPC, and verify whether or not an activity can be counted as service.

The performance standards to be achieved are (note: each year on an active committee represents one active committee):

**Requirements for PY 1:** Faculty members will demonstrate at least minimal service activity. A non-retention decision cannot be based on service activities.

**Requirements for PY 2:** Faculty members will demonstrate at least minimal service activity. A non-retention decision cannot be based on service activities.

**Requirements for PY 3:** Faculty members are expected to engage in at least two active committees (department, college, and/or university), or equivalent and comparable activities. Service activities undertaken in PY 1 and/or PY2 will be initially counted in PY3.

**Requirements for PY 4:** Faculty members are expected to engage in at least four active committees (department, college, and/or university), or equivalent and comparable activities, during the period PY1 to the end of PY 4.

**Requirements for PY 5:** Faculty members are expected to have engaged in at least six active committees (department, college, and/or university), or equivalent and comparable activities, during the period PY1 to the end of PY 5.

**Requirements for PY6, Tenure & promotion to Associate Professor:** Each faculty member is expected to have engaged (since the initial date of her/his tenure track appointment at WIU) in at least eight active committees (department, college, and/or university), or equivalent and comparable activities.

**Requirements for Professor:** Each faculty member is expected to have engaged in at least ten active committees (department, college, and/or university), or equivalent and comparable activities, from time as an Associate Professor up to the date of Promotion application. It is expected that in at least two of the committees a substantial leadership position is demonstrated.

## Department of Economics and Decision Sciences Course Evaluation Form

Please respond to each question by marking your responses on the scantron sheet provided. Please do *not* put your name on the scantron form. The information collected will be reported in aggregate only; hence, your individual anonymity will be preserved. The evaluation report will be provided to instructor *after* grades are submitted and will be used to help your instructor prepare for future courses.

### Student Attributes

1. Please rate your level of interest in this field of study before enrolling.  
(1) none      (2) very little      (3) some      (4) moderate      (5) strong
2. Please rate your level of interest in this field of study after taking this course.  
(1) none      (2) very little      (3) some      (4) moderate      (5) strong
3. How much do you feel you learned in this course?  
(1) nothing      (2) very little      (3) some      (4) quite a bit      (5) a lot

### Course Content

- (4) Please rate the difficulty level of the course content.  
(1) very low      (2) low      (3) moderate      (4) high      (5) very high
- (5) Please rate the usefulness of the textbook.  
(1) very low      (2) low      (3) moderate      (4) high      (5) very high
- (6) Please rate the usefulness of the instructor's lectures, visual aids, exercises, and/or other course materials.  
(1) very low      (2) low      (3) moderate      (4) high      (5) very high

### Instructional Style

- (7) Please rate the instructor's knowledge of the subject matter.  
(1) poor      (2) fair      (3) good      (4) very good      (5) outstanding
- (8) Please rate the instructor's level of preparedness for class sessions.  
(1) poor      (2) fair      (3) good      (4) very good      (5) outstanding
- (9) Please rate the instructor's interest in student learning and willingness to provide assistance.  
(1) poor      (2) fair      (3) good      (4) very good      (5) outstanding
- (10) Please rate the degree of student fairness exhibited by the instructor.  
(1) poor      (2) fair      (3) good      (4) very good      (5) outstanding
- (11) Please rate the helpfulness of the instructor's feedback on graded materials.  
(1) poor      (2) fair      (3) good      (4) very good      (5) outstanding

(12) Please rate the level of consistency between exams and course materials.

(1) poor      (2) fair      (3) good      (4) very good      (5) outstanding

(13) In general, how would you rate this instructor?

(1) poor      (2) fair      (3) good      (4) very good      (5) outstanding

**Other**

(14) Was this course required or an elective?

(1) Required      (2) elective

(15) What is your overall Grade Point Average (GPA)?

(1) Under 2.0      (2) 2.0 to 2.49      (3) 2.50 to 2.99      (4) 3.0 to 3.49      (5) over 3.5

(16) In general, what grade do you expect to earn in this course?

(1) A      (2) B      (3) C      (4) D      (5) F

(17) Approximately, how many hours did you spend on this course, outside of class, on a weekly basis?

(1) 0-2 hours      (2) 2-4 hours      (3) 4-6 hours      (4) 6-8 hours      (5) more than 8 hours per week

**Additional Comments:** Please write any additional comments you have for improving the course content and/or presentation of course material.

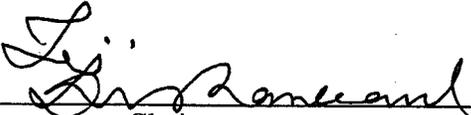
June 10, 2011

TRANSMITTAL SHEET

AGREEMENT  
2010 – 2015

PROPOSED CHANGES TO THE DEPARTMENT CRITERIA OF  
THE DEPARTMENT OF Economics and Decision Sciences

I confirm that I have received prior approval from the Academic Vice President in accordance with Article 20.4.c. (1) to seek modification of the Department Criteria.

  
\_\_\_\_\_  
Department Chair

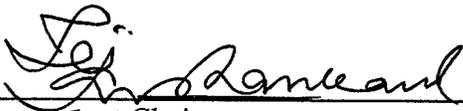
6/10/2011  
\_\_\_\_\_  
Date

Attach a copy of the changes requested in the Department Criteria. The Department Chair should check ONE box:

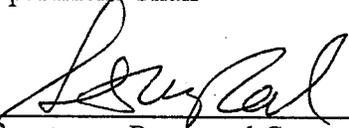
Faculty were consulted and had no comments

Faculty were consulted and their comments are attached.

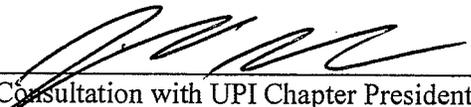
Note: Please attach minutes from meeting with faculty and results of vote regardless of whether faculty had comments.

  
\_\_\_\_\_  
Department Chair

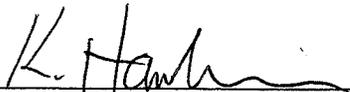
6/10/2011  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Department Personnel Committee Chair

6/10/11  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Consultation with UPI Chapter President

9-9-11  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Approved by Provost

10-3-11  
\_\_\_\_\_  
Date