

# EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

## MEMORANDUM

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To: Bonnie Irwin, Dean, College of Arts and Humanities

Date: May 6, 2013

Subject: DAC Revision Approval; Department of History

Consistent with Article 8.7 of the 2012-2016 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 evaluations commencing in January, 2014. As always, any reading of the DAC shall be consistent with the Agreement or its successor agreement(s).

The process for the review and revision of the DAC is intended to be collaborative among the department faculty members, the chairperson, the dean and the Provost. In that spirit, I wish to offer some observations which I would ask that you discuss with the Department. The DAC is approved with the following understandings and conditions:

1. Concerning I.B., I note the specification for a single peer and chair evaluation for promotion to the rank of professor or for a PAI. Consideration should be given to whether two classroom evaluations provide a sufficiently representative sample for a five-year/10-semester evaluation period (~30 sections). Compare this to the requirement to provide at least one student evaluation per semester. Consider that having considerably more student evaluations appears to give them more importance even though the DAC prescribes them to be considered of lesser importance in relation to peer and chair evaluations of teaching/performance of primary duties. Perhaps one peer and one chair evaluation per semester or per year would better reflect the department's values. Additionally, it seems to be inconsistent to have supplemental peer evaluations listed as the least valued evidence of teaching/performance of primary duties and another peer evaluation listed as the most valued.
2. The University Approved Core Items for Student Evaluations are to be incorporated verbatim first in all student evaluations in the order listed with the Likert scale, 5=Strongly Agree and so on.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the Department of History in the discussion and consideration of the DAC revision. The department is also encouraged to continue to

include in its various discussions the academic goals that have been articulated for the University.

attachments: Revised DAC; Department of History  
University Approved Core Items for Student Evaluations

cc: Chair, Department of History (with attachments)

## DEPARTMENTAL APPLICATION OF CRITERIA

Department: History  
Revised: November 14, 2012

Evaluation of History Department faculty for purposes of retention, promotion, or tenure shall be based upon the EIU-UPI contract and upon University criteria in the three performance areas in order of importance:

(1) Teaching/Performance of Primary duties, (2) Research/Creative Activity, (3) Service.

Categories of Materials and Activities Considered Appropriate by Performance Area, Relative Importance of Materials/Activities, and Methods of Evaluation to be Used: To the extent that it is possible to make such distinctions, the items below are listed in order of importance. They are to be considered illustrative and not exhaustive. Evidence of activities particularly valued by the department, will be given additional weight if accompanied by a statement to that effect by the DPC. Outstanding achievement in one performance area may compensate for shortcomings in other areas, but evidence of contributions made in all three performance areas must be presented.

DPC will both review documentation and assess the quality of activities reported by the candidate. DPC may request and the candidate may provide written statements from other professionals or other evidence as to the quality of the service. Such statements may only be solicited by the DPC with the knowledge and consent of the candidate.

### I. Teaching/Performance of Primary Duties

- A. Chair & Peer Evaluations: Class visitations will be conducted for both pre-tenure Unit A and annually contracted (Unit B) faculty by the chairperson of the Department, (1) at least once during each academic year of teaching in the Department, (2) during the semester prior to application for tenure or promotion, and (3) at any other time the candidate requests such a visit. All pre-tenure and tenured Unit A faculty applying for promotion or Professional Advancement Increases must also be visited by a History Department DPC member and the Chair in the semester preceding his/her application for promotion or PAI. Annually contracted faculty may also choose, but are not required, to have classroom visitation by a DPC member. Observations are conducted with advance notice, and peer evaluators use the Approved University Peer Evaluation Form. Observations of distance education (on-line delivery) will reference both technological and pedagogical aspects. Observations of courses offered outside of the department, e.g. in an interdisciplinary minor program, will be done by the History Department chair and/or peer. Responsibility for initiating and scheduling all classroom visitations resides with the individual faculty member being visited. Evaluations by chair and peer must take into account the course objectives and structure as defined in the course syllabus and in instructional aids, exams, etc.
- B. Each candidate shall offer his/her students in at least one history course each semester the opportunity to evaluate his/her teaching effectiveness using the Department Evaluation Form, which includes the Approved University Core Items for Student Evaluation. Candidates teaching graduate history courses who are seeking promotion or PAI must offer at least one graduate history course (HIS 5000 and above) and at least one undergraduate course per time period being evaluated the opportunity to evaluate his/her teaching effectiveness using the same form. In the absence of an undergraduate or graduate history course, evaluations for a course

taught in another program or department using the History Department Evaluation Form may suffice to substitute. All administered student evaluations for the evaluation period under consideration must be included in the portfolio. A department Graduate Assistant or other disinterested party will hand out and collect the evaluation forms in the class(es) selected by the instructor. The Chair of the department may require that additional classes be given the opportunity to evaluate the Candidate. Student evaluations are the responsibility of the faculty and should be kept for the duration of any applicable evaluation period, including any grievance and arbitration procedures. Evaluations of distance education must include both technological and pedagogical aspects as an area of evaluation and be consistent with University (include Approved University Core items) and DAC specifications.

- C. Evidence of Activity Performed in Fulfillment of Primary Duties, e.g. Graduate, Program or Minor Program Coordinators.
- D. Teaching Awards and Evidence of Teaching Excellence
- E. Course/Curriculum Materials for any Course Taught at any level (general education, surveys/electives for undergraduate majors, honors, graduate seminars): e.g. syllabi (compliant with CAA Syllabus Policy 95-69), bibliographies, exams, or statements about teaching methods and/or innovative practices; rubrics and other tools used to evaluate student performance. Evidence of new course development.
- F. Supervising Student Activities: e.g. independent studies, theses, M.A. exams, research, student field trips, exhibits or projects.
- G. Evidence of Activity Furthering the Teaching Mission of the Department: e.g. curriculum development, departmental assessment, collaboration with other professors, attendance at teaching-related conferences, etc.
- H. Peer Evaluations: supplemental evaluations solicited from peers specifically addressing Teaching/Performance of Primary Duty

## II. Research/Creative Activity

The History Department seeks to promote scholarship in history, broadly defined: history in the scholar's specialist field, public history, teaching history, historiography/history theory, and popular history. Scholarship includes the production, processing, and distribution of knowledge. The department values historical scholarship which: adds to historical knowledge, maintains and increases the scholarly visibility and prestige of the individual scholars and department/university as a whole, and insures that the latest scholarship informs our teaching.

As such, while the following ranking may be considered as a pyramid with scholarly monographs published by academic, edited, peer-reviewed presses at the top, we are interested in evidence of scholarship that changes/modifies the field, is highly valued by other scholars, curates the knowledge of other academics, or is widely used, viewed and/or distributed. To that end, evidence of peer-review or substantial open-review, usage, and fellowships/grants/awards or impact on the field may be included and should be included if the candidate wishes to claim a higher importance for a particular activity. While we seek performance at the high end for promotion, we recognize that widespread performance at the lower levels of the pyramid may identify a worthy candidate, particularly if the evidence of peer -review, -usage, and -impact is there.

- A. Published academic, peer-reviewed history books, monographs, or textbooks.
- B. Peer-reviewed articles; contributions to academic edited books.
- C. Curated professional/academic, history exhibits, or academic listservs or websites; edited academic history books or journals; academic translations.
- D. Lectures or papers presented at professional meetings; academic reviews of books, exhibitions, websites, videos; published non-peer-reviewed articles; public presentations or lectures based on professional expertise.
- E. Journal and web editorial duties not included in II.C (for example, editorial board not editorship); submitted academic manuscripts under review; sustained academic blogging; manuscript review for scholarly journals and monographs.
- F. Participation in conferences, seminars, workshops, professional meetings and consultations; sustained contributions to professional listservs, blogs, etc.; manuscript review for textbooks; academic microblogging; largely uncirculated work in progress.

### III. Service\*

The History Department recognizes the time and effort put into Service in support of teaching and historical scholarship. This service may be in terms of contributions to the department, to the historical profession, to the college and university as a whole, and to the wider community. While these are ranked in a rough order of priority, it is recognized that leadership positions involve generally a greater time and effort, and their importance is to be given greater recognition. Likewise, elected positions are to be considered as a sign of peer review and to be recognized accordingly. Service awards and commendations should be included related to the specific contributions (positions held; committees served upon) to which these relate.

- A. Contributions to the operation of the department, including service on departmental committees, participation in departmental meetings, or performance of other assigned duties (or related materials may be included in I.C.), including coordinator of Minor Programs such as Latin American Studies, Asian Studies, etc.
- B.
  1. Contributions to professional organizations related to the mission of the department including voluntary or appointed positions with committees, service as an elected officer, manuscript review, etc. (or related materials may be included in II.C or II.E.)
  2. Service on college or university committees, task forces, ad hoc committees, service awards and recognition received, etc.
- C. Other service to the university or the community related to the faculty member's expertise or the mission of the department and/or university.

\*Generally, service activities receiving three or more C.U.s will be evaluated as primary duties. Evidence of activities may be submitted in only one area. History faculty should engage in a variety of activities in service to the department and the profession. The DPC considers the scope, complexity, and duration of all service activities as well as the faculty member's career stage when evaluating them.

Union duties, responsibilities, and projects (service on task forces, executive board, chapter house of delegates, negotiating team, or department representative to local union chapter) may be considered in III.A–C as appropriate.

Eastern Illinois University

Approved University Core Items for Student Evaluations

	SD	D	N	A	SA
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 readily accessible outside of class.*					
4. The instructor presents knowledge or material effectively.					
5. The instructor encourages and interests students in the learning process.					

\* The instructor is available during office hours and appointments for face-to-face sections or electronically for technology-delivered sections.

Rev. 2 (September 2, 2004)