

EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

Blair M. Lord
Provost and Vice President for Academic Affairs

217-581-2121
blord@eiu.edu

To: Anita Shelton, Chairperson, Department of History

Date: November 24, 2008

Subject: DAC Revision Approval; Department of History

Thank you for taking another look at your department's statement of Departmental Application of Criteria (DAC) in light of my review comments and suggestions. The further revised DAC sent via e-mail attachment on November 10, 2008, is approved consistent with Article 8.7.c. of the *2006-2010 EIU-UIU Unit A Agreement (Agreement)*. As always, any reading of the DAC will be consistent with the Agreement or its successor agreement(s).

The contributions of the Department of History are appreciated, and I continue to encourage consideration of the University's articulated academic goals in the department's deliberations.

attachments: Further Revised DAC; Department of History

cc: James K. Johnson, Dean, College of Arts & Humanities

DEPARTMENTAL APPLICATION OF CRITERIA

Department: History
Revised: November 3, 2008

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, especially in III.C., 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 evaluators use the Approved University Peer Evaluation Form. Observations of distance education (on-line delivery) will reference both technological and pedagogical aspects. 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. Student Evaluations: Each candidate shall offer his/her students in at least one class 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. 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. Instructors of technology-delivered courses may wish to use the secure confidential online student course evaluation option available from the Office of Assessment and Testing that is equivalent to the traditional paper bubble forms.
- C. Evidence of Activity of Graduate, Program or Minor Program Coordinators (or relevant materials may be included in III A.)
- D. Teaching Awards and Evidence of Teaching Excellence
- E. Course/Curriculum Materials for Courses Taught: e.g. syllabi, bibliographies, exams, or statements

about teaching methods and/or innovative practices. 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. Peer Evaluations: supplemental evaluations solicited from peers specifically addressing Teaching/Performance of Primary Duty
- H. Evidence of Activity Furthering the Teaching Mission of the Department: e.g. curriculum development, collaboration with other professors, attendance at teaching-related conferences, etc.

II. Research/Creative Activity

- A. Published books, monographs, edited books, articles or translations. Peer-reviewed publications will have higher consideration and value than non peer-reviewed ones.
- B. Lectures or papers presented at professional meetings; professional exhibitions curated.
- C. Published reviews of books, exhibitions and other media.
- D. Editorship of professional journals, electronic lists & websites (related material may also be included in III.A.2).
- E. Fellowships and grants received.
- F. Research/Creative Activity in progress; unpublished manuscripts under review.
- G. Awards, honors, citations of one's scholarly/creative work, and other evidence of scholarly excellence.
- H. Participation in conferences, seminars, workshops, professional meetings and consultations.
- I. Manuscript review for scholarly journals and monographs.
- J. Public presentations, or lectures based on professional expertise.

III. Service*

- A.1 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.E.), including coordinator of Minor Programs such as Latin American Studies, Asian Studies, etc. Leadership positions will be given greater recognition.
- A.2 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.D.) Leadership positions will be given greater recognition.
- B. Service on college or university committees, task forces, ad hoc committees, service awards and recognition received, etc. Leadership positions will be given greater recognition.
- 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. 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 any of the three areas as appropriate.