



February 19, 2020

To: S. Elder, Chairperson

From: J. Gatrell, Provost

CC: J. Hood, AVP
A. Shelton, Dean

RE: 2020 DAC Revisions

I am writing to thank the department for submitting 2020 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.

Additionally, I thank you for providing a summary memo of the revisions. With respect to the updates, the language surrounding service is especially appreciated as university citizenship and the thoughtful engagement with campus and the community are essential to institutional success. Further, I note selected suggested revisions of my predecessor were also integrated. As a result of adopting Dr. Lord's recommendations—as well as expanding on them to include online delivery, History demonstrates its ongoing commitment to continuous improvement and ensures academic excellence in the classroom, as well as online. Finally, I note the department also clarified language around scholarship/research to reflect the evolving nature of scholarship across the academy and in the discipline.

DEPARTMENTAL APPLICATION OF CRITERIA

Department: History
Revised: 9 December 2019

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: (1) Teaching/Performance of Primary duties, (2) Research/Creative Activity, (3) Service. Pre-tenure Unit A faculty will be evaluated with the following order of importance: (1) Teaching/Performance of Primary duties, (2) Research/Creative Activity, (3) Service. Post-tenure Unit A faculty will have the sole discretion to place either Research/Creative Activity or Service second in importance and the other third in importance. That choice only effects a single portfolio period and may be changed in subsequent portfolio periods.

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 that the candidate provide additional written statements from other professionals or other evidence as to the quality of the teaching, researching, and service activities.

I. Teaching/Performance of Primary Duties

A. Chair & Peer Evaluations:

1. Annually Contracted (Unit B)

Class visitations will be conducted for annually contracted (Unit B) faculty by the chairperson of the Department, (1) at least once during each academic year of teaching in the Department, and (2) at any other time the candidate requests such a visit. Annually contracted faculty may also choose, but are not required, to have classroom visitation by a DPC member. If the annually contracted faculty member teaches three or more online courses during a four-year evaluation period, the chairperson of the Department will evaluate one course of the faculty member's choosing. The Chairperson will be given full access to the course for one week of the faculty member's choosing while the course is active.

2. Pre-Tenure Unit A

Class visitations will be conducted for pre-tenure Unit A faculty by the chairperson of the Department and the History Department DPC (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. If the pre-tenure Unit A faculty member teaches three or more online courses during evaluation period leading to application for tenure or promotion, the Department chairperson and a member of the DPC will evaluate one course of the faculty member's choosing. The Department chairperson and the DPC member will be given full access to the course for one week of the faculty member's choosing while the course is active.

3. Tenured Unit A

All tenured Unit A faculty applying for promotion or Professional Advancement Increases with a full portfolio must be visited by the Chair in the semester preceding his/her application for promotion or PAI. All tenured Unit A faculty applying for promotion or Professional Advancement Increases with a full portfolio must be visited by a History Department DPC member in three different semesters during the evaluation period, including in the semester preceding his/her application for promotion or PAI. If the tenured Unit A faculty member teaches three or more online courses during the evaluation period for a full portfolio, the Department Chairperson and a member of the DPC will evaluate one course of the faculty member's choosing. The Department Chairperson and the DPC member will be given full access to the course for one week of the faculty member's choosing while the course is active.

Observations for all Chair and Peer evaluations are conducted with advance notice, and peer evaluators use the Approved University Peer Evaluation Form. Observations of online courses 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. The faculty member is also responsible to preserve copies of evaluations to be included in the portfolio. 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 who teach at least three graduate history courses who are seeking promotion or PAI must offer at least one graduate history course (HIS 5000 and above) the opportunity to evaluate his/her teaching effectiveness using the same form. All candidates seeking promotion or PAI must offer at least one undergraduate history course 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 online courses 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. department, college, or university activities for which credit units are received.
- 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, participation in faculty development programs and webinars, conferences and workshops focused on pedagogy, etc.
- H. Non-DAC-Required 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 ensures 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 editorship of 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. Research Fellowships and Grants; Research Awards.
- G. 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. The Department values service at multiple levels and expects faculty to contribute to departmental service and activities. 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, positions that are elected or appointed by an editorial board 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. A1, A2, and A3 below are considered of equal importance.

Service activities receiving 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, the college, the university, 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.

- A. 1. Contributions to the operation of the department, including service on departmental committees or performance of other assigned duties
- 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.
- A. 3. Service on college or university committees, task forces, inter-departmental and ad hoc committees, service awards and recognition received, etc. Union duties, responsibilities, and projects (service on task forces, executive board, chapter house of delegates, negotiating team, or department representative to local union chapter)
- B. Other service to the university or the community related to the faculty member's expertise or the mission of the department and/or university.