

History Department 2014-15 Tenure Evaluation Guidelines

Section I: Departmental Mission Statement

The Department of History serves majors, minors, teaching licensure, general studies students, behavioral science majors, elementary education majors, as well as those students and members of the community who have an interest in a particular aspect of history. The Department prepares students for lifelong learning, careers, and, if appropriate, graduate studies. By providing high quality instruction with attention to basic skills such as writing and critical thinking, the Department assists learners in expanding their historical, social, political, cultural and economic knowledge and understanding. The Department also strives to create an atmosphere friendly to intellectual inquiry and supportive of learning.

The Department responds to the needs of a diverse urban population through flexible scheduling; a quality, up-to-date curriculum including courses covering the history of most major areas of the world as well as topical, comparative, and methodological courses; opportunities for internships and other practical experiences; and through support services such as advising and co-curricular activities.

The Department encourages excellence in teaching, research, and advising. It guides students regarding its degree programs, employment and graduate school placement, and university policies. It also encourages faculty to contribute to the university, to the profession, and/or to the public-at-large through service activities.

Section II: Departmental Goals

The History Department in pursuit of its above mission strives to:

1. Provide and schedule courses suitable to MSU-Denver's diverse student body. Included in this goal are the following:
 - A. Provision of an adequate number of general studies classes
 - B. Provision of both upper division and core courses necessary for completion of major and minor
 - C. Provision of both general studies and core courses at night
 - D. Provision, as appropriate, of courses on campus, off campus, and/or through distance learning
 - E. Provision of core/general studies classes on Saturdays as resources permit
2. Provide students with high quality courses taught by qualified faculty. Included in this goal are

- A. Faculty professional development
 - B. Course and program assessment particularly of general studies.
3. Assist the university with its mission through service activities both within the university and in the broader community.

I. TEACHING

NEEDS IMPROVEMENT:

The faculty member will be judged to need improvement if the faculty member fails to demonstrate in his/her portfolio that she/he has met standards.

In addition, evaluators may determine that a faculty member needs improvement if the faculty member does not participate in the portfolio process, and/or does not submit a substantially complete portfolio, and/or fails to perform his/her teaching, his/her 5 weekly office hours, or other contractual duties that affect teaching and/or advising.

MEETS STANDARDS:

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:

1. Reviewed the official course syllabus for each course taught and designed her/his course(s) in accordance with the official syllabus.
2. Designed each general studies course to conform to university and departmental expectations including the writing and student learning outcome expectations in general studies courses as well as assessment expectations.
3. Kept the content of each course current on at least a biannual basis through review of instructional resources and as appropriate the addition of new materials.
4. Clearly informed students in writing about basic information including class policies and performance expectations in each class taught.
5. Complied with university/departmental requirements such as general studies class assessment.
6. Used SRIs and/or other assessment tools to monitor teaching. SRIs and official student comments shall be put in Digital Measures by OIR for all classes with five or more students. Faculty members may upload other student evaluation material to their portfolios, if they wish to do so. Before submitting portfolios for review faculty members should check to be sure that OIR has uploaded SRIs and official student comments to the faculty member's portfolio and should contact OIR if there are problems.
7. Demonstrated SRIs within a reasonable range of the departmental averages for similar courses. Factors such as course difficulty, upper division versus lower division, student motivation, required course versus elective, general studies versus major, online and hybrid vs. congregated classes, student biases, etc., will be used to evaluate the student ratings and evaluations, if provided by the faculty member. Faculty members should comment on all

SRI's that fall below 4.00 (3.50 in online classes with five or more evaluations) either in their narratives or in a letter to the chair in years in which they (if untenured) are not providing narratives. In the event that student ratings commonly fall below a reasonable range of the departmental averages as qualified above, the faculty member should demonstrate a trend of improvement and should present credible plans for continued improvement in their portfolio narrative. Summer course SRI's will be considered for the purposes of faculty evaluation at the request of faculty. (Credit: *Math and Computer Science Department Guidelines 5/31/2012* for part of the above language.)

8. Complied with university requirements for at least one summative peer observation during the tenure review period.
9. Mastered information necessary to be an informed advisor such as major, minor, licensure, general studies, and degree requirement rules.
10. Met departmental advising expectations.

Notes/Clarifications:

A faculty member whose overall teaching load exceeds 115 students in a given semester shall not be penalized in that semester for failure to conform to the writing expectation in # 2. Judgments as to whether or not a faculty member has met expectations shall be based on the whole picture rather than any one of the above items. The faculty member shall cooperate with the administration of SRI's, but is not responsible for missing SRI's. A rare lapse in meeting expectations shall not lead to a needs improvement rating.

II. SCHOLARLY ACTIVITIES

NEEDS IMPROVEMENT:

The faculty member will be judged to need improvement if the faculty member fails to demonstrate in his/ her portfolio that she/he has met standards as specified in the meet standards section of this document.

Evaluators may determine that a faculty member needs improvement if the faculty member does not participate in the portfolio process, and/or does not submit a substantially complete portfolio.

MEETS STANDARDS:

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has kept current on scholarship relating to her/his courses and has either:

Published an individually authored or co-authored peer-reviewed scholarly book,
or made a total of four scholarly contributions during the review period including at least two accomplishments from among choices A, B, C, D, E, F, G, H.

- A. Published an individually authored or co-authored article in a peer-reviewed scholarly journal.

- B. Edited a scholarly book or part thereof.
- C. Published a chapter in a scholarly book.
- D. Published an encyclopedia article.
- E. Published a book review in a recognized scholarly journal.
- F. Presented a refereed paper at a disciplinary based conference.
- G. Created significant web resources of a scholarly nature.
- H. Performed a manuscript review for a publisher.
- I. Participated in a professional improvement seminar such as NEH seminars or Fulbright study abroad opportunities. Scholarly accomplishments resulting from a Sabbatical leave should be reported in the category in which they fit.
- J. Completed a Sabbatical leave and provided a report of scholarly accomplishments.
- K. Secured a grant which advances scholarship. Grants which are internally funded by MSU may count here as long as they are not ordinary travel grants.
- L. Actively participated on a regular basis in the departmental faculty colloquia and presented work in progress.
- M. Applied scholarly expertise in a professional or public venue. For example, serving as a member of a Landmark Commission in which one applies historical knowledge and expertise would count as a scholarly activity. Similarly writing an article for the public press based on scholarly research would apply here.
- N. Attended at least two discipline related conferences.
- O. Published a regular historical column in the public press.
- P. Engaged in continuing education related to history or to other job related duties. For example, language study, participation in teacher education seminars, participation in workshops designed to improve administrative, technical, or advising skills necessary for the performance of one's job at MSU Denver.
- Q. Performed other scholarly activities not mentioned above which are comparable to the above.

Notes/Clarifications:

- A. The faculty member may duplicate activities in one category and have them counted as two scholarly activities. For example, two refereed conference presentations and membership on two Landmark Commissions in which one applies historical knowledge and expertise would fulfill the meets standards criteria. In the same way editing a book and authoring a chapter of the book would count as two scholarly activities.
- B. Dissertations shall not be counted as publications unless they have been separately published by a press or online service other than one which as a matter of course publishes all dissertations from a particular school.
- C. Self-published books or those published by vanity presses shall not count as scholarly activities.
- D. If a faculty member substantially exceeds the expectation in one of the above activities that area may count as two activities. For example, if a faculty member created two significant web resources of a scholarly nature that would count as two activities. Similarly, if a faculty member partially satisfies the expectations in more than two of the above activities, such that it is a comparable achievement to satisfying the expectations in two activities that may count as two activities. For example, if a faculty member did two

manuscript reviews for publishers, published an editorial in a newspaper, presented a conference paper, and published a book review that would count as two activities.

- E. Accepted conference papers, articles accepted for publication in scholarly publications, and books shall ipso facto be deemed to have been peer reviewed.
- F. Pedagogical activities such as attending teaching improvement workshops should be considered a part of teaching and evaluated under teaching.
- G. Faculty members shall not be expected to attend conferences or present papers in years in which university professional development funding for individual faculty members falls below \$1,500, or in years in which conference attendance is not funded.

III. SERVICE

NEEDS IMPROVEMENT:

The faculty member will be judged to need improvement if the faculty member fails to demonstrate in his/ her portfolio that she/he has performed substantial service as defined in Meets Standards below.

In addition, evaluators may determine that a faculty member needs improvement if the faculty member does not participate in the portfolio process, and/or does not submit a substantially complete portfolio.

MEETS STANDARDS:

In determining substantial service evaluators shall take into account the cumulative impact of all service.

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has participated in normal department service such as serving on departmental committees, **and** has performed substantial service to the university beyond the department level, **or** has engaged in substantial community or professional service related to her/his academic discipline.

Notes/Clarifications:

Community service must be either discipline related or related to the mission of Metropolitan State University. Some scholarly activities may also be service activities and may be counted in both areas. Community service may count as service even if it is paid, if the pay is nominal such as an honorarium for a single lecture. University service that is paid may be included, but the fact that it was paid service should be made clear. Department members may count any service that is job related. For example, a History Department faculty member assisting the School of Education in preparing an accreditation report could count that service, a chairperson serving as on a planning committee or taskforce could count that service.

History Department 2014-15 Promotion Evaluation Guidelines

Section I: Departmental Mission Statement

The Department of History serves majors, minors, teaching licensure, general studies students, behavioral science majors, elementary education majors, as well as those students and members of the community who have an interest in a particular aspect of history. The Department prepares students for lifelong learning, careers, and, if appropriate, graduate studies. By providing high quality instruction with attention to basic skills such as writing and critical thinking, the Department assists learners in expanding their historical, social, political, cultural and economic knowledge and understanding. The Department also strives to create an atmosphere friendly to intellectual inquiry and supportive of learning.

The Department responds to the needs of a diverse urban population through flexible scheduling; a quality, up-to-date curriculum including courses covering the history of most major areas of the world as well as topical, comparative, and methodological courses; opportunities for internships and other practical experiences; and through support services such as advising and co-curricular activities.

The Department encourages excellence in teaching, research, and advising. It guides students regarding its degree programs, employment and graduate school placement, and university policies. It also encourages faculty to contribute to the university, to the profession, and/or to the public-at-large through service activities.

Section II: Departmental Goals

The History Department in pursuit of its above mission strives to:

1. Provide and schedule courses suitable to MSU-Denver's diverse student body. Included in this goal are the following:
 - A. Provision of an adequate number of general studies classes
 - B. Provision of both upper division and core courses necessary for completion of major and minor
 - C. Provision of both general studies and core courses at night
 - D. Provision, as appropriate, of courses on campus, off campus, and/or through distance learning
 - E. Provision of core/general studies classes on Saturdays as resources permit
2. Provide students with high quality courses taught by qualified faculty. Included in this goal are

- A. Faculty professional development
 - B. Course and program assessment particularly of general studies.
3. Assist the university with its mission through service activities both within the university and in the broader community.

I. TEACHING

NEEDS IMPROVEMENT:

The faculty member will be judged to need improvement if the faculty member fails to demonstrate in his/her portfolio that she/he has met standards.

In addition, evaluators may determine that a faculty member needs improvement if the faculty member does not participate in the portfolio process, and/or does not submit a substantially complete portfolio, and/or fails to perform his/her teaching, his/her 5 weekly office hours or other contractual duties that affect teaching and/or advising.

MEETS STANDARDS:

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:

1. Reviewed the official course syllabus for each course taught and designed her/his course(s) in accordance with the official syllabus.
2. Designed each general studies course to conform to university and departmental expectations including the writing and student learning outcome expectations in general studies courses as well as assessment expectations.
3. Kept the content of each course current on at least a biannual basis through review of instructional resources and as appropriate the addition of new materials.
4. Clearly informed students in writing about basic information including class policies and performance expectations in each class taught.
5. Complied with university/departmental requirements such as general studies class assessment.
6. Used SRIs and/or other assessment tools to monitor teaching. SRIs and official student comments shall be put in Digital Measures by OIR for all classes with five or more students. Faculty members may upload other student evaluation material to their portfolios, if they wish to do so. Before submitting portfolios for review faculty members should check to be sure that OIR has uploaded SRIs and official student comments to the faculty member's portfolio and should contact OIR if there are problems.
7. Demonstrated SRIs within a reasonable range of the departmental averages for similar courses. Factors such as course difficulty, upper division versus lower division, student motivation, required course versus elective, general studies versus major, online and hybrid vs. congregated classes, student biases, etc., will be used to evaluate the student ratings and evaluations, if provided by the faculty member. Faculty members should comment on all

SRI's that fall below 4.00 (3.50 in online classes with five or more evaluations) either in their narratives or in a letter to the chair in years in which they (if untenured) are not providing narratives. In the event that student ratings commonly fall below a reasonable range of the departmental averages as qualified above, the faculty member should demonstrate a trend of improvement and should present credible plans for continued improvement in their portfolio narrative. Summer course SRI's will be considered for the purposes of faculty evaluation at the request of faculty. (Credit: *Math and Computer Science Department Guidelines 5/31/2012* for part of the above language.)

8. Complied with university requirements for at least one summative peer observation during the tenure review period.
9. Mastered information necessary to be an informed advisor such as major, minor, licensure, general studies, and degree requirement rules.
10. Met departmental advising expectations.

Notes/Clarifications:

A faculty member whose overall teaching load exceeds 115 students in a given semester shall not be penalized in that semester for failure to conform to the writing expectation in # 2. Judgments as to whether or not a faculty member has met expectations shall be based on the whole picture rather than any one of the above items. The faculty member shall cooperate with the administration of SRI's, but is not responsible for missing SRI's. A rare lapse in meeting expectations shall not lead to a needs improvement rating.

II. SCHOLARLY ACTIVITIES

NEEDS IMPROVEMENT:

The faculty member will be judged to need improvement if the faculty member fails to demonstrate in his/ her portfolio that she/he has met standards as specified in the meet standards section of this document.

Evaluators may determine that a faculty member needs improvement if the faculty member does not participate in the portfolio process, and/or does not submit a substantially complete portfolio.

MEETS STANDARDS:

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has kept current on scholarship relating to her/his courses and has either:

Published an individually authored or co-authored peer-reviewed scholarly book,
or made a total of at least four scholarly contributions during the review period including at least two accomplishments from among choices A, B, C, D, E, F, G, H.

- A. Published an individually authored or co-authored article in a peer-reviewed scholarly journal.

- B. Edited a scholarly book or part thereof.
- C. Published a chapter in a scholarly book.
- D. Published an encyclopedia article.
- E. Published a book review in a recognized scholarly journal.
- F. Presented a refereed paper at a disciplinary based conference.
- G. Created significant web resources of a scholarly nature.
- H. Performed a manuscript review for a publisher.
- I. Participated in a professional improvement seminar such as NEH seminars or Fulbright study abroad opportunities. Scholarly accomplishments resulting from a Sabbatical leave should be reported in the category in which they fit.
- J. Completed a Sabbatical leave and provided a report of scholarly accomplishments.
- K. Secured a grant which advances scholarship. Grants which are internally funded by MSU may count here as long as they are not ordinary travel grants.
- L. Actively participated on a regular basis in the departmental faculty colloquia and presented work in progress.
- M. Applied scholarly expertise in a professional or public venue. For example, serving as a member of a Landmark Commission in which one applies historical knowledge and expertise would count as a scholarly activity. Similarly writing an article for the public press based on scholarly research would apply here.
- N. Attended at least two discipline related conferences.
- O. Published a regular historical column in the public press.
- P. Engaged in continuing education related to history or to other job related duties. For example, language study, participation in teacher education seminars, participation in workshops designed to improve administrative, technical, or advising skills necessary for the performance of one's job at MSU Denver.
- Q. Performed other scholarly activities not mentioned above which are comparable to the above.

Notes/Clarifications:

- A. The faculty member may duplicate activities in one category and have them counted as two scholarly activities. For example, two refereed conference presentations and membership on two Landmark Commissions in which one applies historical knowledge and expertise would fulfill the meets standards criteria. In the same way editing a book and authoring a chapter of the book would count as two scholarly activities.
- B. Dissertations shall not be counted as publications unless they have been separately published by a press or online service other than one which as a matter of course publishes all dissertations from a particular school.
- C. Self-published books or those published by vanity presses shall not count as scholarly activities.
- D. If a faculty member substantially exceeds the expectation in one of the above activities that area may count as two activities. For example, if a faculty member created two significant web resources of a scholarly nature that would count as two activities. Similarly, if a faculty member partially satisfies the expectations in more than two of the above activities, such that it is a comparable achievement to satisfying the expectations in two activities that may count as two activities. For example, if a faculty member did two

manuscript reviews for publishers, published an editorial in a newspaper, presented a conference paper, and published a book review that would count as two activities.

- E. Accepted conference papers, articles accepted for publication in scholarly publications, and books shall ipso facto be deemed to have been peer reviewed.
- F. Pedagogical activities such as attending teaching improvement workshops should be considered a part of teaching and evaluated under teaching.
- G. Faculty members shall not be expected to attend conferences or present papers in years in which university professional development funding for individual faculty members falls below \$1,500, or in years in which conference attendance is not funded.

III. SERVICE

NEEDS IMPROVEMENT:

The faculty member will be judged to need improvement if the faculty member fails to demonstrate in his/ her portfolio that she/he has performed substantial service as defined in Meets Standards below.

In addition, evaluators may determine that a faculty member needs improvement if the faculty member does not participate in the portfolio process, and/or does not submit a substantially complete portfolio.

MEETS STANDARDS:

In determining substantial service evaluators shall take into account the cumulative impact of all service.

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has participated in normal department service such as serving on departmental committees, **and** has performed substantial service to the university beyond the department level, **or** has engaged in substantial community or professional service related to her/his academic discipline.

Notes/Clarifications:

Community service must be either discipline related or related to the mission of Metropolitan State University. Some scholarly activities may also be service activities and may be counted in both areas. Community service may count as service even if it is paid, if the pay is nominal such as an honorarium for a single lecture. University service that is paid may be included, but the fact that it was paid service should be made clear. Department members may count any service that is job related. For example, a History Department faculty member assisting the School of Education in preparing an accreditation report could count that service, a chairperson serving as on a planning committee or taskforce could count that service.

History Department 2014-2015 Post Tenure Review Guidelines

Section I: Departmental Mission Statement

The Department of History serves majors, minors, teaching licensure, general studies students, behavioral science majors, elementary education majors, as well as those students and members of the community who have an interest in a particular aspect of history. The Department prepares students for lifelong learning, careers, and, if appropriate, graduate studies. By providing high quality instruction with attention to basic skills such as writing and critical thinking, the Department assists learners in expanding their historical, social, political, cultural and economic knowledge and understanding. The Department also strives to create an atmosphere friendly to intellectual inquiry and supportive of learning.

The Department responds to the needs of a diverse urban population through flexible scheduling; a quality, up-to-date curriculum including courses covering the history of most major areas of the world as well as topical, comparative, and methodological courses; opportunities for internships and other practical experiences; and through support services such as advising and co-curricular activities.

The Department encourages excellence in teaching, research, and advising. It guides students regarding its degree programs, employment and graduate school placement, and university policies. It also encourages faculty to contribute to the university, to the profession, and/or to the public-at-large through service activities.

Section II: Departmental Goals

The History Department in pursuit of its above mission strives to:

1. Provide and schedule courses suitable to MSU-Denver's diverse student body. Included in this goal are the following:
 - A. Provision of an adequate number of general studies classes
 - B. Provision of both upper division and core courses necessary for completion of major and minor
 - C. Provision of both general studies and core courses at night
 - D. Provision, as appropriate, of courses on campus, off campus, and/or through distance learning
 - E. Provision of core/general studies classes on Saturdays as resources permit
2. Provide students with high quality courses taught by qualified faculty. Included in this goal are

- A. Faculty professional development
 - B. Course and program assessment particularly of general studies.
3. Assist the university with its mission through service activities both within the university and in the broader community.

I. TEACHING

NEEDS IMPROVEMENT:

The faculty member will be judged to need improvement if the faculty member fails to demonstrate in his/her portfolio that she/he has met standards.

In addition, evaluators may determine that a faculty member needs improvement if the faculty member does not participate in the portfolio process, and/or does not submit a substantially complete portfolio, and/or fails to perform his/her teaching, his/her 5 weekly office hours or other contractual duties that affect teaching and/or advising.

MEETS STANDARDS:

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:

1. Reviewed the official course syllabus for each course taught and designed her/his course(s) in accordance with the official syllabus.
2. Designed each general studies course to conform to university and departmental expectations including the writing and student learning outcome expectations in general studies courses as well as assessment expectations.
3. Kept the content of each course current on at least a biannual basis through review of instructional resources and as appropriate the addition of new materials.
4. Clearly informed students in writing about basic information including class policies and performance expectations in each class taught.
5. Complied with university/departmental requirements such as general studies class assessment.
6. Used SRIs and/or other assessment tools to monitor teaching. SRIs and official student comments shall be put in Digital Measures by OIR for all classes with five or more students. Faculty members may upload other student evaluation material to their portfolios, if they wish to do so. Before submitting portfolios for review faculty members should check to be sure that OIR has uploaded SRIs and official student comments to the faculty member's portfolio and should contact OIR if there are problems.
7. Demonstrated SRIs within a reasonable range of the departmental averages for similar courses. Factors such as course difficulty, upper division versus lower division, student motivation, required course versus elective, general studies versus major, online and hybrid vs. congregated classes, student biases, etc., will be used to evaluate the student ratings and evaluations, if provided by the faculty member. Faculty members should comment on all

SRI's that fall below 4.00 (3.50 in online classes with five or more evaluations) either in their narratives or in a letter to the chair in years in which they (if untenured) are not providing narratives. In the event that student ratings commonly fall below a reasonable range of the departmental averages as qualified above, the faculty member should demonstrate a trend of improvement and should present credible plans for continued improvement in their portfolio narrative. Summer course SRI's will be considered for the purposes of faculty evaluation at the request of faculty. (Credit: *Math and Computer Science Department Guidelines 5/31/2012* for part of the above language.)

8. Complied with university requirements for at least one summative peer observation during the tenure review period.
9. Mastered information necessary to be an informed advisor such as major, minor, licensure, general studies, and degree requirement rules.
10. Met departmental advising expectations.

Notes/Clarifications:

A faculty member whose overall teaching load exceeds 115 students in a given semester shall not be penalized in that semester for failure to conform to the writing expectation in # 2. Judgments as to whether or not a faculty member has met expectations shall be based on the whole picture rather than any one of the above items. The faculty member shall cooperate with the administration of SRI's, but is not responsible for missing SRI's. A rare lapse in meeting expectations shall not lead to a needs improvement rating.

II. SCHOLARLY ACTIVITIES

NEEDS IMPROVEMENT:

The faculty member will be judged to need improvement if the faculty member fails to demonstrate in his/ her portfolio that she/he has met standards as specified in the meet standards section of this document.

Evaluators may determine that a faculty member needs improvement if the faculty member does not participate in the portfolio process, and/or does not submit a substantially complete portfolio.

MEETS STANDARDS:

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has kept current on scholarship relating to her/his courses and has either:

Published an individually authored or co-authored peer-reviewed scholarly book,
or made three scholarly contributions during the review period. Included are the following scholarly activities.

- A. Published an individually authored or co-authored article in a peer-reviewed scholarly journal.

- B. Edited a scholarly book or part thereof.
- C. Published a chapter in a scholarly book.
- D. Published an encyclopedia article.
- E. Published a book review in a recognized scholarly journal.
- F. Presented a refereed paper at a disciplinary based conference.
- G. Created significant web resources of a scholarly nature.
- H. Performed a manuscript review for a publisher.
- I. Participated in a professional improvement seminar such as NEH seminars or Fulbright study abroad opportunities. Scholarly accomplishments resulting from a Sabbatical leave should be reported in the category in which they fit.
- J. Completed a Sabbatical leave and provided a report of scholarly accomplishments.
- K. Secured a grant which advances scholarship. Grants which are internally funded by MSU may count here as long as they are not ordinary travel grants.
- L. Actively participated on a regular basis for at least one year in the departmental faculty colloquia and presented work in progress.
- M. Applied scholarly expertise in a professional or public venue. For example, serving as a member of a Landmark Commission in which one applies historical knowledge and expertise would count as a scholarly activity. Similarly writing an article for the public press based on scholarly research would apply here.
- N. Attended a discipline related conference.
- O. Published a regular historical column in the public press.
- P. Engaged in continuing education related to history or to other job related duties. For example, language study, participation in teacher education seminars, participation in workshops designed to improve administrative, technical, or advising skills necessary for the performance of one's job at MSU Denver.
- Q. Performed other scholarly activities not mentioned above which are comparable to the above.

Notes/Clarifications:

- A. The faculty member may duplicate activities in one category and have them counted as two scholarly activities. For example, two refereed conference presentations and membership on two Landmark Commissions in which one applies historical knowledge and expertise would fulfill the meets standards criteria. In the same way editing a book and authoring a chapter of the book would count as two scholarly activities.
- B. Dissertations shall not be counted as publications unless they have been separately published by a press or online service other than one which as a matter of course publishes all dissertations from a particular school.
- C. Self-published books or those published by vanity presses shall not count as scholarly activities.
- D. If a faculty member substantially exceeds the expectation in one of the above activities that area may count as two activities. For example, if a faculty member created two significant web resources of a scholarly nature that would count as two activities. Similarly, if a faculty member partially satisfies the expectations in more than two of the above activities, such that it is a comparable achievement to satisfying the expectations in two activities that may count as two activities. For example, if a faculty member did two

manuscript reviews for publishers, published an editorial in a newspaper, presented a conference paper, and published a book review that would count as two activities.

- E. Accepted conference papers, articles accepted for publication in scholarly publications, and books shall ipso facto be deemed to have been peer reviewed.
- F. Pedagogical activities such as attending teaching improvement workshops should be considered a part of teaching and evaluated under teaching.
- G. Faculty members shall not be expected to attend conferences or present papers in years in which university professional development funding for individual faculty members falls below \$1,500, or in years in which conference attendance is not funded.

III. SERVICE

NEEDS IMPROVEMENT:

The faculty member will be judged to need improvement if the faculty member fails to demonstrate in his/ her portfolio that she/he has performed substantial service as defined in Meets Standards below.

In addition, evaluators may determine that a faculty member needs improvement if the faculty member does not participate in the portfolio process, and/or does not submit a substantially complete portfolio.

MEETS STANDARDS:

In determining substantial service evaluators shall take into account the cumulative impact of all service.

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has participated in a reasonable amount of department service, **and** has performed service to the university beyond the department level, **or** has engaged in community or professional service related to her/his academic discipline.

Notes/Clarifications:

Community service must be either discipline related or related to the mission of Metropolitan State University. Some scholarly activities may also be service activities and may be counted in both areas. Community service may count as service even if it is paid, if the pay is nominal such as an honorarium for a single lecture. University service that is paid may be included, but the fact that it was paid service should be made clear. Department members may count any service that is job related. For example, a History Department faculty member assisting the School of Education in preparing an accreditation report could count that service, a chairperson serving as on a planning committee or taskforce could count that service.

Eligibility Requirements for Senior Lecturer and Multi-Year Contracts

Applicants for Senior Lecturer and Multi-Year Contracts must meet the following eligibility requirements.

Senior Lecturer

Lecturers with a total of six years (at least three of which must have been consecutive and at least one of which must have been within 18 months of the senior lecturer appointment) of exemplary service to Metro State at that rank, may be reappointed as a Senior Lecturer, based on a recommendation from department faculty, the department chair, the dean and the provost. If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title.

Multi- Year Contract

A faculty member must serve a minimum probationary period of three successive one-academic-year contracts before being eligible for a multi-year contract. At the discretion of the Department, Category II faculty may be given credit toward eligibility for a multi-year contract if they have previously taught as an Affiliate faculty member. In such cases, the equivalent of one year credit as a Category II faculty member may be granted for every two years as an affiliate faculty member teaching a maximum allowable load of 18 credit hours per academic year. Credit for teaching loads of less than the allowable maximum for affiliate faculty will be prorated accordingly. Category II faculty are eligible to receive up to a maximum of two years of credit toward eligibility through affiliate teaching.

History Department

EVALUATION STANDARDS FOR CATEGORY II FACULTY

INTRODUCTION: Category II and Category III faculty (referred to as Affiliate) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration from between one and three years; Affiliate faculty are hired to teach on a per-credit-hour basis for specific classes, as needed, usually on a semester-by-semester basis. Category II faculty and Affiliate faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among both Category II and Affiliate faculty members.

Evaluation:

Category II Faculty

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category II faculty will be administered consistent with the practice for tenure-line faculty as outlined in Handbook for Professional Personnel Chapter V.
2. Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data.
3. Peer Observations: Peer Observations may be used for either summative or formative purposes. Only Summative Peer Observations **must** be included in Portfolios; Formative Peer Observations **may** be included as an additional artifact if the Category II faculty member chooses to do so.

The History Department requires one peer observation during the faculty member's first academic year as a Category II faculty member. For appointment to a Category II position in academic year 2014-2015 any peer review done by a history department peer at MSU Denver between fall 2009 and spring 2014 will suffice.

In 2014-2015 and after observation(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, SRI scores more than .50 below the prefix mean, student comments on SRIs, and/or student comments or concerns brought to the Chair's attention. All Summative Peer Observations of Category II faculty will be conducted by a trained Peer Observer.

4. In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Handbook for Professional Personnel Chapter V for definitions of Scholarly Activities and Service, and Chapter IV for conditions of such agreements), evaluations should encompass work in those areas of performance.
5. Any Category II faculty member who wishes to be reappointed will undergo an annual review by submitting a Portfolio to the Department Chair through Digital Measures. Portfolios will include the following:
 - (1) Cover Sheet
 - a. Published by the Office of the Provost; and
 - b. Used to record recommendations for/against reappointment, promotion, or multi-year contracts.
 - (2) Narrative
 - a. Is a statement of no more than 600 words describing how the faculty member has met expectations for assigned duties/responsibilities;
 - b. Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;
 - c. Should present one's best case to disciplinary colleagues and administrative levels of review; and

- d. If seeking promotion to Senior Lecturer or a Multi-Year Contract, should be noted in the first paragraph of the statement.
 - (3) Annotated *Curriculum Vitae* (see Chapter V for definition of “Annotated *Curriculum Vitae*). The CV must include all degrees earned. Employment history must be provided for a minimum of the past 8 years. Other information must be provided for a minimum of the past 6 years.
 - (4) Student Ratings of Instruction per above.
 - (5) Peer Observations as delineated above.
 - (6) Other documents as determined by the Department (course syllabi, exams, assignments, assessments, etc., evidence of scholarly activities or service). Course syllabi, exams, assignments, assessments do not need to be submitted in Digital Measures unless the Department Chair specifically requests that those items be submitted in Digital Measures.
6. Portfolios will be submitted using the same tool or format as Category I faculty and in accordance with the Academic Calendar. In 2014-2015 applicants are encouraged to use the regular Digital Measures system, but may submit a hybrid portfolio in Digital Measures.
 7. Reappointment Recommendations
 - (1) The Department Chair will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean;
 - (2) The Dean will evaluate the Portfolio and the Department Chair’s recommendation, and determine if the Category II faculty member should be reappointed.
 - (3) If either the Department Chair or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member’s Portfolio and will be submitted in accordance with the Academic Calendar.

EVALUATION STANDARDS FOR TEACHING

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

GUIDELINE FOR REAPPOINTMENT OR PROMOTION TO SENIOR LECTURER: In their narrative, the faculty members must explain how they have met expectations for assigned duties and responsibilities. It should present a reflective self-assessment that highlights accomplishments and indicates plans for future and present their best case for continuance in their position or promotion to Senior Lecturer if they are applying. The candidate should briefly include their approach to teaching from among the following aspects of teaching: 1. How they update their courses integrating current knowledge into their teaching, 2. Design their courses and 3. Deliver material to facilitate student learning and 4. Use assessment results, if provided by the institution, to improve their courses.

The faculty member has SRI's using the approved form per the *Handbook for Professional Personnel*. The History Department requires one peer observation during the faculty member's first academic year as a Category II faculty member. For appointment to a Category II position in academic year 2014-2015 any peer review done by a history department peer at MSU Denver between fall 2009 and spring 2014 will suffice.

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.</p>	<p>Needs Improvement: Minimum requirements and/or Standards for Content Expertise have not been met.</p> <p>Faculty member does not provide adequate instruction by failing to meet classes or by not fully utilizing class time. Faculty absent for more than 10% of assigned class time must provide the chair with a written explanation of absences. If in the judgment of the chair, the faculty member is not meeting instructional responsibilities the chair will inform the dean.</p> <p>Courses do not follow the official course syllabus and /or the faculty member does not adhere to University policies regarding ADA accommodations. No demonstration that courses are regularly updated with new information, as consistent with the discipline. Little attention is given to instructional design and delivery to facilitate student learning. Little attention is given to assessment to improve the course. If teaching General Studies courses, faculty member has not designed the course consistent with the department's and college's expectations as indicated by SLOs and assessment rubrics, or has not done assessments required by the General Studies Program. Classes are not evaluated using SRI's or the pattern of SRI's consistently remains below 4.25 for congregated classes and below 4.00 for online classes provided that in making any judgments based on SRI's that only SRI's in which more than 30% of the class has responded be considered. Faculty lacks Peer Observation or the</p>
--	--

	<p>observation indicates that that the faculty member does not employ sound pedagogy to facilitate student learning.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>Meets Standards: Course follows the official course syllabus and the faculty member adheres to University policies regarding ADA Accommodations. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative describes how courses are designed and delivered to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. Faculty member uses professional expertise along with course and/or program assessment results to improve course. For any General Studies courses taught, the faculty member designed his/her course in accordance with the official course syllabus meeting Departmental and University expectations including the writing and student learning outcome expectations. Assessment of General Studies courses comply with Departmental and University requirements. SRI's are compared to same level courses (lower or upper division) within the prefix. The SRI's are consistently above 4.25 for congregated classes and above 4.00 for online classes. Only courses in which a least 30 percent of the students have participated in the SRI process should be counted in making determinations. If below the levels mentioned above, faculty have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Peer observation(s) indicate that the faculty member employs sound pedagogy to facilitate student learning. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible.</p>

Promotion: The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter IV of the *Handbook*. Senior lecturers in the History Department are required to have a master's degree in history, but are not required to have a doctorate.

1. The faculty member will make a request for promotion to the Department Chair and submit a Portfolio as described above for comprehensive review;
2. The Department Chair will submit the recommendation for or against promotion to the Dean;
3. The Dean will submit a recommendation for or against promotion to the Provost; and
4. The Provost will approve or disapprove the recommendation for promotion.

Eligibility:

Senior Lecturer

Lecturers with a total of six years (at least three of which must have been consecutive and at least one of which must have been within 18 months of the senior lecturer appointment) of exemplary service to Metro State at that rank, may be reappointed as a Senior Lecturer, based on a recommendation from department faculty, the department chair, the dean and the provost. If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title.

Multi- Year Contract

A faculty member must serve a minimum probationary period of three successive one-academic-year contracts before being eligible for a multi-year contract. At the discretion of the Department, Category II faculty may be given credit toward eligibility for a multi-year contract if they have previously taught as an Affiliate faculty member. In such cases, the equivalent of one year credit as a Category II faculty member may be granted for every two years as an affiliate faculty member teaching a maximum allowable load of 18 credit hours per academic year. Credit for teaching loads of less than the allowable maximum for affiliate faculty will be prorated accordingly. Category II faculty are eligible to receive up to a maximum of two years of credit toward eligibility through affiliate teaching.

Affiliate (Category III) Faculty

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category III faculty will be administered consistent with the practice for tenure-line faculty as outlined in Handbook for Professional Personnel Chapter V.
2. Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data. The faculty member should submit all course syllabi and any other materials the department requests.
3. Peer Observations:

- (1) Peer Observations may be used for either summative or formative purposes. Only Summative Peer Observations **must** be included in evaluations.
- (2) All Category III faculty members will be observed, once in the first semester of their employment as a Category III faculty member. They may be observed in other semesters at the discretion of the department.