

History Department 2013 Tenure-Track Faculty Evaluation Guidelines

These guidelines are intended for faculty members in their annual reviews leading to tenure and in their tenure review year.

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, supportive and respectful 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 college policies. It also encourages faculty to contribute to the college, 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 MSCD'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 college with its mission through service activities both within the college 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 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 and designed her/his course in accordance with the official syllabus.
2. Designed each general studies course to conform to college and departmental expectations including the writing and student learning outcome expectations in general studies courses.*
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 college/departmental requirements such as general studies class assessment.
6. Substantially complied with college requirements for administering SRIs. If for some reason an SRI was not administered/recorded the faculty member must explain why.
7. Used formative peer observations, and/or SRIs and/or other assessment tools to monitor teaching.
8. Improved SRI scores, if for two consecutive semesters SRIs (CRN means) fall more than one confidence interval below the below prefix mean on both of the standard questions. (Does not apply to online classes unless those are separately reported with online comparison information by OIR).

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

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- A faculty member whose overall teaching load exceeds 100 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. A rare lapse in meeting expectations 1-7 and 9-11 shall not lead to a needs improvement rating.

II. SCHOLARLY ACTIVITIES

NEEDS IMPROVEMENT:

Minimum requirements and/or Standards for Content Expertise have not been met. 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

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 order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has met standard 1 and standard 2.

1. Kept current on scholarship relating to her/his courses.
2. Published an individually authored or coauthored book

OR

Made three scholarly contributions during the review period. Included in this category are the following scholarly activities.

- A. Published an individually authored or co-authored article in a peer-reviewed scholarly journal.
- B. Edited a book of part thereof.
- C. Published an encyclopedia article.
- D. Published a book review.
- E. Presented a refereed paper at a disciplinary based conference.
- F. Created web resources of a scholarly nature.

- G. Participated in a professional improvement seminar such as NEH seminars or Fulbright study abroad opportunities.
- H. Completed a Sabbatical leave and provided a report of scholarly accomplishments.
- I. Secured a grant which advances scholarship. Grants which are internally funded by MSCD may count here as long as they are not ordinary travel grants.
- J. Actively participated on a regular basis in the departmental faculty colloquia and presented work in progress.
- K. Performed a manuscript review for a publisher.
- L. 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.
- M. Attended at least two discipline related conferences.
- N. Published a regular historical column in the public press.
- O. Performed other scholarly activities not mentioned above which are comparable to the above.

Notes:

- 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 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 (with the exception of A and B above) 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 college professional development funding for individual faculty members falls below \$1,000.

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

On average annually performed at least 40 hours of service to the college, or community, or the profession.

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

Performed community, or college, or school, or departmental or professional service that on average has entailed 40-50 hours of service annually.

Community service must either discipline related or related to the mission of Metropolitan State College. Some scholarly activities may also be service activities and may be counted in both areas. Service for which a faculty member has received reassigned time shall not be counted in determining service hours. A combination of service may be made in determining the total number of hours of service. For example, a faculty member might perform 20 hours of departmental service and 20 hour of community service to reach a total of 40 hours. Community service may count as service even if it is paid if the pay is nominal such as an honorarium for a single lecture. College service which is paid may be included, but the fact that it was paid service should be made clear.

History Department 2013 Promotion Evaluation Guidelines

These guidelines are intended for faculty members seeking promotion to professor.

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, supportive and respectful 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 college policies. It also encourages faculty to contribute to the college, 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 MSCD'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
 - C. Faculty professional development
 - D. Course and program assessment particularly of general studies.
3. Assist the college with its mission through service activities both within the college and in the broader community.

I. TEACHING

DOES NOT MEET STANDARDS:

If the faculty member does not meet standards for promotion in the teaching area the faculty member will not be recommended by the department for promotion.

In addition, evaluators may determine that a faculty member does not meet standards 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 contractual duties.

MEETS STANDARDS:

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

12. Reviewed the official course syllabus and designed her/his course in accordance with the official syllabus.
13. Designed each general studies course to conform to college and departmental expectations including the writing and student learning outcome expectations in general studies courses.*
14. 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.
15. Clearly informed students in writing about basic information including class policies and performance expectations in each class taught.
16. Complied with college/departmental requirements such as general studies class assessment.
17. Substantially complied with college requirements for administering SRIs. If for some reason an SRI was not administered/recorded the faculty member must explain why.
18. Used formative peer observations, and/or SRIs and/or other assessment tools to monitor teaching.
19. Improved SRI scores, if for two consecutive semesters SRIs (CRN means) fall more than one confidence interval below the below prefix mean on both of the standard questions. (Does not apply to online classes unless those are separately reported with online comparison information by OIR).
20. Complied with college requirements for one summative peer observation during the promotion review period.

21. Mastered information such as major, minor, licensure, general studies, and degree requirement rules necessary to be an informed advisor.
22. Met departmental advising expectations as established in annual fall conference with chair.

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- A faculty member whose overall teaching load exceeds 125 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. A rare lapse in meeting expectations 1-7 and 9-11 shall not lead to a needs improvement rating.

II. SCHOLARLY ACTIVITIES

DOES NOT MEET STANDARDS:

If the faculty member does not meet standards for promotion in the professional development area the faculty member will not be recommended by the department for promotion.

In addition, evaluators may determine that a faculty member does not meet standards 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 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 met standard 1 and standard 2.

3. Kept current on scholarship relating to her/his courses.
4. Published an individually authored or coauthored book

OR

Made two scholarly contributions during the review period. Included in this category are the following scholarly activities.

- P. Published an individually authored or co-authored article in a peer-reviewed scholarly journal.
- Q. Edited a book of part thereof.
- R. Published an encyclopedia article.
- S. Published a book review.
- T. Presented a refereed paper at a disciplinary based conference.
- U. Created web resources of a scholarly nature.
- V. Participated in a professional improvement seminar such as NEH seminars or Fulbright study abroad opportunities.

- W. Completed a Sabbatical leave and provided a report of scholarly accomplishments.
- X. Secured a grant which advances scholarship. Grants which are internally funded by MSCD may count here as long as they are not ordinary travel grants/LAS mini-grants or other grants that are routinely funded for most applicants.
- Y. Actively participated on a regular basis in the departmental faculty colloquia and presented work in progress.
- Z. Performed a manuscript review for a publisher.
- AA. 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.
- BB. Served on a panel or as a commentator at a discipline related conference.
- CC. Published a regular historical column in the public press.
- DD. Published a historical piece of at least 300 words either online or in the public press.
- EE. Engaged in continuing education activities relevant to the discipline.
- FF. Performed other scholarly activities not mentioned above which are comparable to the above.

Notes:

- H. 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.
- I. 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.
- J. Self-published books or those published by vanity presses shall not count as scholarly activities.
- K. 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 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.
- L. Accepted conference papers, articles accepted for publication in scholarly publications, and books (with the exception of A and B above) shall ipso facto be deemed to have been peer reviewed.
- M. Pedagogical activities such as attending teaching improvement workshops should be considered a part of teaching and evaluated under teaching.

- N. Faculty members shall not be expected to attend conferences or present papers in years in which college professional development funding for individual faculty members falls below \$1,500.

III. SERVICE

DOES NOT MEET STANDARDS:

If the faculty member does not meet standards for promotion in the service area the faculty member will be recommended for promotion only if she/he has more than met standards in the PD area .

In addition, evaluators may determine that a faculty member does not meet standards 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 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:

Performed community, or college, or school, or departmental or professional service that on average has entailed 20 hours of service annually .

Community service must either discipline related or related to the mission of Metropolitan State College. Some scholarly activities may also be service activities and may be counted in both areas. Service for which a faculty member has received reassigned time shall not be counted in determining service hours. A combination of service may be made in determining the total number of hours of service. For example, a faculty member might perform 10 hours of departmental service and 20 hour of community service to reach a total of 20 hours. Community service may count as service even if it is paid if the pay is nominal such as an honorarium for a single lecture. College service which is paid may be included, but the fact that it was paid service should be made clear.

History Department 2013 Post Tenure Review (PTR) Guidelines

These guidelines are intended for faculty members engaging in Post Tenure Review. They apply only to faculty who begin a post tenure review cycle in 2012-2013. All other faculty will remain under the current (prior to July 1, 2012) procedures pertaining to PTR until they complete their current PTR cycle unless they opt to be evaluated using the new (2012-2013) PTR standards encompassed in this document.

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, supportive and respectful 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 college policies. It also encourages faculty to contribute to the college, 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 MSCD'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
 - E. Faculty professional development
 - F. Course and program assessment particularly of general studies.
- 3. Assist the college with its mission through service activities both within the college and in the broader community.

I. TEACHING

DOES NOT MEET PTR STANDARDS:

If the faculty member does not meet standards for PTR in the teaching area the faculty member will be subject to the PTR remediation process.

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

MEETS STANDARDS:

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

- 23. Reviewed the official course syllabus and designed her/his course in accordance with the official syllabus.
- 24. Effective fall 2013 designed each general studies course to conform to college and departmental expectations including the writing and student learning outcome expectations in general studies courses.*
- 25. Informed students in writing about basic information including class policies and performance expectations in each class taught.
- 26. Maintained familiarity with information such as major, minor, licensure, general studies, and degree requirement rules necessary to be an informed advisor.

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- A faculty member whose overall teaching load exceeds 100 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. An occasional lapse in meeting the above expectations shall not lead preclude a meets standards rating.

II. SCHOLARLY ACTIVITIES

DOES NOT MEET PTR STANDARDS:

If the faculty member does not meet standards for PTR in this area the faculty member will be subject to the PTR remediation process.

In addition, evaluators may determine that a faculty member does not meet standards if the faculty member does not participate in the PTR process, and/or does not submit a substantially complete portfolio, and/or fails to perform his/her teaching or other contractual duties.

MEETS STANDARDS:

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has met standard 1 and standard 2.

5. Kept current on scholarship relating to her/his courses.
6. Published an individually authored or coauthored book

OR as an alternate to standard 2:

Made two scholarly contributions during the review period. Included in this category are the following scholarly activities.

- GG. Published an individually authored or co-authored article in a peer-reviewed scholarly journal.
- HH. Edited a book of part thereof.
- II. Contributed a foreword, chapter, or afterword.
- JJ. Served as a series editor.
- KK. Published an encyclopedia article.
- LL. Published a book review.
- MM. Presented a refereed paper at a disciplinary based conference.
- NN. Created or maintained web resources of a scholarly nature.
- OO. Participated in a professional improvement seminar such as NEH seminars or Fulbright study abroad opportunities.
- PP. Completed a Sabbatical leave and provided a report of scholarly accomplishments.
- QQ. Secured a grant which advances scholarship. Grants which are internally funded by MSCD may count here as long as they are not ordinary travel grants.
- RR. Actively participated in the departmental faculty colloquia on at least two occasions.
- SS. Performed a manuscript review for a publisher.

- TT. 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.
- UU. Attended a discipline related conferences.
- VV. Published a historical piece of at least 300 words either online or in the public press.
- WW. Engaged in continuing education activities relevant to the discipline.
- XX. Performed other scholarly activities not mentioned above which are comparable to the above.

Notes:

- O. 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.
- P. 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.
- Q. Self-published books or those published by vanity presses shall not count as scholarly activities.
- R. 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 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.
- S. Accepted conference papers, articles accepted for publication in scholarly publications, and books (with the exception of A and B above) shall ipso facto be deemed to have been peer reviewed.
- T. Pedagogical activities such as attending teaching improvement workshops should be considered a part of teaching and evaluated under teaching.
- U. Faculty members shall not be expected to attend conferences or present papers in years in which college professional development funding for individual faculty members falls below \$1,500.

III. SERVICE

DOES NOT MEET PTR STANDARDS:

If the faculty member does not meet standards for PTR in this area the faculty member will be subject to the PTR remediation process.

In addition, evaluators may determine that a faculty member does not meet standards if the faculty member does not participate in the PTR process, and/or does not submit a substantially complete portfolio, and/or fails to perform his/her teaching or other contractual duties.

MEETS STANDARDS:

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

Performed community, or college, or school, or departmental or professional service that on average has entailed 15 hours of service annually.

Community service must either discipline related or related to the mission of Metropolitan State College. Some scholarly activities may also be service activities and may be counted in both areas. Service for which a faculty member has received reassigned time shall not be counted in determining service hours. A combination of service may be made in determining the total number of hours of service. For example, a faculty member might perform 10 hours of departmental service and 5 hours of community service to reach a total of 15 hours. Community service may count as service even if it is paid if the pay is nominal such as an honorarium for a single lecture. College service which is paid may be included, but the fact that it was paid service should be made clear.