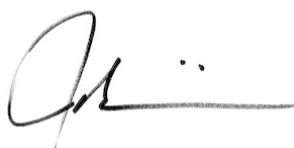


History

Faculty Evaluation Guidelines Effective August 1, 2023

Approvals:

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Dean/Date  03/03/2023

Provost/Date  Marie T. Mora, Ph.D. May 16, 2023

DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the [Faculty Employment Handbook](#). As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

Teaching & Pedagogy

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course, degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;

- Clear linkages between content, relevance, application, and practice;
- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices ([High-Impact Practices](#) as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

Research, Scholarship, & Creative Work

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes **one or more** of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external

audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;

- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
- Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
- Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RSCW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution's foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive. At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a **collection** of the following factors:

- **Time Commitment.** Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope.** The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.

- **Outcome & Impact.** Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.
- **Role.** Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force.** Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic).** CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of “Invisible Service.” Due to a need for service across the institution, a faculty member’s entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with a faculty member’s overall/future career trajectory and passions. If we are to understand and value our colleagues’ work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.

History Department Tenure Evaluation Guidelines, 2021-2022

Section I: Departmental Mission Statement

Everything has a history. From sugar to science, from the Colosseum in Rome to the ruins of Mesa Verde. MSU Denver History students study our complex past in small class settings with world-class historians and dedicated teachers. The major includes forty-two (42) credits and the Minor is twenty-one (21) credits of courses across different world regions, themes, and time periods. We serve majors, minors, teaching licensure, general studies students, , as well as those students and members of the community who have an interest in history. For maximum flexibility, many courses are available in both the on-campus and/or remote setting. Our students develop breadth while refining their critical thinking and research skills. The History Department believes in the power of a university education to liberate minds, and we are resolute in our service to students from traditionally marginalized communities.

We work to offer 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 robust support services such as advising and co-curricular activities.

We celebrate and encourage excellence in teaching, research, and advising. We guide students regarding our degree programs, employment and graduate school placement, and university policies. We also encourage 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 and the secondary teacher licensure program in Social Studies.
 - C. Provision, as appropriate, of courses on campus, off campus, and/or through distance learning
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 contractual responsibilities as established in the *Handbook for Professional Personnel* or by the College of Letters, Arts and Sciences. To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations. These standards are found here: [CLAS Standards](#)

General Standards of Performance for Faculty

College of Letters, Arts and Sciences

University policies are in the [Faculty Employment Handbook](#), the [catalog](#) and on the [policy website](#). College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

1. Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
3. Faculty are expected to be available by email or phone during their contractual period, which for full time faculty is approximately the nine-month period from one week prior to the beginning of classes in the fall semester to one week after the conclusion of final exams in the spring semester, excluding when the campus is closed.
4. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
5. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
6. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.

7. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

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. Addressed online standards when teaching online classes. These include:
 - a. Provided a course introduction to help students meet the instructor, understand course expectations, and review any relevant department and university guidelines;

- b. Used recommended Course Technology such as Canvas or another vetted Learning Management System;
 - c. Included Accessibility measures to support a range of student learners.
 - d. Structured and designed the online course in consistent, clear, well-organized ways;
 - e. Designed and taught online course to welcome, respect, and support students as they participate meaningful in course tasks;
7. 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.
8. 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 SRIs 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.)

9. Although the department encourages faculty members to improve their teaching through formative peer observations, and related documents may be submitted as artifacts in portfolios, the submission of a formative or summative peer observation is not required.
10. Mastered information necessary to be an informed advisor such as major, minor, licensure, general studies, and degree requirement rules.
11. 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 SRIs, but is not responsible for missing SRIs. 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:

The History Department recognizes that peer-reviewed scholarship is highly valued and crucial

for maintaining integrity in the discipline and for advancing cutting-edge research and innovation. The Department encourages scholarship that advances fact-based historical understanding and interpretation in the public sphere as well as in traditional outlets such as specialized journals and academic publishers. Thus, History faculty should seek peer review, even if informal, of all scholarly efforts whenever possible. The Department also encourages faculty to collaborate with faculty in other disciplines.

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

published two of the following

- 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.

OR

Made a total of four scholarly contributions including at least two accomplishments from choices A to 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 or seminar.
- 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. Likewise appearing in a documentary or on the news would also apply.
- 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. Contributed in a substantial way to a recognized online scholarly forum.

R. 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 either

- 1) performed extraordinary service to the University or the College or the Department
or
- 2) 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.

Extraordinary service would consist of tasks with workloads similar to chairing a Senate or College Committee or serving as Faculty Senate President.