

**DEPARTMENT OF HISTORY PROCEDURES AND GUIDELINES**

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**COMMITTEE AND ADMINISTRATIVE ASSIGNMENTS**

Department of History  
2001-2003

**CURRICULUM COMMITTEE**

Dougan . . . . . Social Studies Advisor  
Cameron . . . . . B.A. Advisor  
Stepenoff . . . . . H.P. Coordinator  
Werne . . . . . Graduate Advisor

**SERVICES COMMITTEE**

Bickham . . . . . Awards  
Cameron . . . . . Library  
Clements . . . . . Special Events  
Schnell . . . . . Publicity/ MO Conference

**STRATEGIC PLANNING AND ASSESSMENT**

Dougan . . . . . Assessment  
Easley . . . . . Technology  
Hoffman . . . . . Strategic Planning

**HISTORY DAY**

Nickell . . . . . Coordinator  
Bickham . . . . .  
Rhodes . . . . .

**PERSONNEL COMMITTEE**

Chairperson . . . . .  
Full Professors . . . . .  
Hoffman (2002) . . . . . Associate Professor  
Clements (2002) . . . . . Assistant Professor

**GRIEVANCE COMMITTEE**

Cameron . . . . .  
Schnell . . . . .  
Werne . . . . .

**COMMITTEE ON COMMITTEES**

Hoffman (2002)  
Stepenoff (2003)  
Easley (2004)

**MISSOURI CONFERENCE**

Schnell . . . . . Conference Coordinator  
\_\_\_\_\_. . . . .  
\_\_\_\_\_. . . . .

**ADMINISTRATIVE ASSIGNMENTS:**

Advisor to HP Honor Society Hoffman  
Advisor to History Club . . . . . Cameron  
Advisor to Phi Alpha Theta . . . . . Schnell  
Advisor to HPA . . . . . Clements  
Assessment . . . . . Dougan  
Awards Coordinator . . . . . Bickham  
B.A. Advisor . . . . . Cameron  
Department Webmaster . . . . . Easley  
Editor of *Pastscript* . . . . . Stepenoff  
Faculty Senate . . . . . Curtis  
Graduate Coordinator . . . . . Werne  
History Day Coordinator . . . . . Nickell  
Library Liaison . . . . . Cameron  
Missouri Conference . . . . . Schnell  
Outreach Coordinator . . . . . Ermantinger  
Publicity Coordinator . . . . . Schnell  
Special Events Coordinator . . . . . Clements  
Strategic Planning . . . . . Hoffman  
Technology Coordinator . . . . . Easley

**COLLEGE COMMITTEES**

Promotions . . . . . Werne  
Tenure . . . . . Hoffman  
Faculty Development . . . . . Hoffman  
Library . . . . . Cameron  
Technology . . . . . Easley  
College Council . . . . . Ermantinger  
College Council . . . . . \_\_\_\_\_

**DEPARTMENTAL GUIDELINES**  
(Approved: March 14,1989)  
(Revised May 2,1989; April 16, 1996; April25, 2001 )

### STATEMENT OF PURPOSE

It is the general purpose of the departmental standing committees to:

1. Facilitate the development of departmental policies
2. Aid the departmental chairperson in the administration of the department

Within the limits of University and College policies, committees derive their authority from the department meeting as a Committee of the Whole. In matters of policy, the standing committees report to the teaching staff in the department meetings. In matters of administration, the department member holding an administrative assignment functions in cooperation with the committee and department chairperson. Any questions about specific functions or responsibilities of a standing committee or administrative assignment will be resolved in department meetings.

### GENERAL GUIDELINES

Apart from the administrative functions assigned to some committees through the designated administrative assignments, the policy role of each committee is to resolve minor problems, collect information and prepare drafts pertaining to issues before the department. In the case of a regularly scheduled department meeting those members attending constitute a quorum. If major pieces of business or substantive issues are to be discussed an agenda and the documents must be distributed in advance or the issue may be tabled.

### TECHNOLOGY

*It is assumed by the Department of History that faculty members should take advantage of the information and instructional technology available at Southeast. The preferred method of communication between the chairperson, committees, and the faculty will be through e-mail. Agendas for department meetings and meeting minutes will, whenever possible, be sent electronically. Pertinent documents and information shall be made available on the department web site. Faculty members will be encouraged and assisted in developing web pages for courses they teach. Development of new instructional technology skills shall be highly encouraged and supported by the department. Depending upon the demand for facilities, faculty members not wishing to use classroom technology packages may be assigned to teach in non-technology equipped classrooms.*

### STANDING COMMITTEES

Membership will be assigned by the Committee on Committees. Normally, committee assignments will be for a three year term. With the exception of the Personnel Committee, the department chairperson will call each committee together to:

1. Elect committee chairpersons by secret ballot of the committee members present at the first meeting of the committee, to be held no later than the third week of the fall semester; and,
2. Identify committee goals for the year.

The department chairperson will chair the Personnel Committee as a voting member and will be an *ex-officio* member of all other standing committees. Each standing committee will meet at least once a semester.

### **ADMINISTRATIVE ASSIGNMENTS**

1. Every member of the department will be expected to accept at least one of the designated administrative assignments.
2. Though the rotation system for these responsibilities will not be fixed, they will ordinarily be made for a three year period. It is possible that some of the tasks could be continued by the same person for an indefinite period.
3. The Committee on Committees will make recommendations for committee membership and individual assignments as needed.
4. Those assigned outside the history department for at least half time will accept either one of the administrative assignments or normal committee rotation.

#### **✓ Graduate Coordinator and Advisor**

#### **✓ History Day Coordinator**

Serves as the department liaison with area schools involved in History Day and is responsible for coordinating the details of the yearly District Contest. The Coordinator of History Day will not be assigned to any department committees or administrative assignments and will be relieved of all advising duties.

#### **✓ Advisor to Phi Alpha Theta**

#### **✓ Advisor to History Club**

#### **✓ Advisor to Historic Preservation Association**

#### **✓ Advisor to Historic Preservation Honor Society**

#### **✓ Library Liaison**

Responsible for distributing material on library purchases to the department and coordinating the ordering of print materials. Coordinates proposals for Liberal Arts and Kent Library Development Funds. Serves as member of the College of Liberal Arts Library Committee.

#### **✓ Awards Coordinator**

Gathers and distributes information dealing with student scholarships, the Dugger Lecture Fund, and Department Enrichment funds.

#### **✓ Technology Coordinator and Department Webmaster**

Assesses the needs of the department in acquiring additional equipment. Oversees the acquisition and maintenance of instructional technology and assists in the preparation of the yearly budget. Serves on the College of Liberal Arts Technology Committee. Maintains and oversees the department web site.

#### **✓ Faculty Senator**

#### **✓ Strategic Planning Coordinator**

Responsible for gathering statistical information needed to compile the Department Strategic Plan and Implementation documents.

#### **✓ Assessment Coordinator**

Responsible for coordinating department assessment guidelines, informing students and faculty of changes, and developing mechanisms to record student progress toward completion.

#### **✓ Special Events Coordinator**

Responsible for the planning of department special events such as banquets, receptions, picnics, etc.

**✓ Editor of *Pastscript***

Maintains a database on graduates and coordinates the gathering of material for the publication of *Pastscript*.

**✓ Publicity Coordinator**

Distributes publicity on department activities and department members.

**✓ Outreach Coordinator**

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**STANDING COMMITTEES****CURRICULUM COMMITTEE**

Committee of the Whole:

1. Reviews departmental curriculum and recommends the addition and deletion of courses and programs.
2. Assists the departmental chairperson in developing course schedules.
3. Coordinates the review and selection of textbooks for multi-instructor courses.
4. Evaluates academic needs of the department and requests by faculty interested in being assigned to vacant courses.
5. Reviews and evaluates existing and proposed graduate programs.
6. Formulates recruitment, advising, and placement policies for graduate students.
7. Recruits and recommends departmental graduate assistants.
8. Engages in continuous evaluation of the graduate and undergraduate curriculum.
9. Receives and assesses applications for sabbatical leave.

Membership: Membership on the Curriculum Committee will ordinarily consist of four members. Whenever possible, the committee will include faculty teaching in the Historic Preservation, program, Social Studies Education, Bachelor's degree program, and Graduate program.

**COMMITTEE ON COMMITTEES**

Committee of the Whole:

1. Recommends rosters of department committees and administrative assignments.
2. Drafts resolutions and policy statements as required.
3. Recommends changes in committee structure and administrative assignments.
4. Coordinate election to college and university committees. Those interested in running will submit their names and an election will be held by mail.

Membership:

Membership shall be composed of three members elected by the department. One member shall rotate off the committee each year. Those interested in serving on the committee shall submit their name to the chair of the Committee on Committees. Balloting will be conducted by mail.

## **SERVICES COMMITTEE**

Committee of the Whole:

1. Gives advice and guidance on the planning of special events, publicity, and student groups.
2. Awards student scholarships.
3. Using guidelines approved by the department, will establish purchasing priorities for print and non-print materials.
4. Solicits and selects candidates for “outstanding teacher” and outstanding researcher” awards given by the Alumni Association.

Membership: Will ordinarily be composed of four to six members. The membership will be composed of:

1. Special Events Coordinator
2. Publicity Coordinator
3. Library Liaison
4. Awards Coordinator

## **STRATEGIC PLANNING AND ASSESSMENT COMMITTEE**

Committee of the Whole:

1. Coordinates the Strategic Plan and Implementation documents for the Department of History.
2. Prepares the annual department report.
3. Oversees guidelines for student assessment.
4. *Recommends purchase and upgrade of teaching technology.*

Membership:

1. Strategic Planning Coordinator
2. Assessment Coordinator
3. Technology Coordinator

## **PERSONNEL COMMITTEE**

Committee of the Whole:

1. Evaluates and recommends departmental members for promotion and tenure on the basis of established criteria.
2. When acting as the Tenure Committee, the Personnel Committee will consist of all tenured members of the Department of History.
3. Provides members denied promotion and/or tenure a written explanation of the committee’s action and advises them of established appeal procedures.
4. If retrenchment occurs, a subcommittee of the most senior members of the committee shall review all members of the department in the context of established criteria and make the appropriate recommendations.
5. If positions become available, the committee will form a search committee for each position to prepare job descriptions, evaluate applicants, and make recommendations for employment of new faculty members. Generally, search committees will be composed of department members

representing various fields in the department, including 1) an Americanist, 2) a non-Americanist, and 3) a Historic Preservationist. The committee will also include a member from outside the department, as well as a student member. The Department Chair, although a voting member of the Personnel Committee and the Department as a whole, serves as a nonvoting ex officio member of every search committee.

**Membership:**

1. Chairperson of the department as a voting member.
2. All Professors.
3. Associate Professor, chosen for one year term.
4. Assistant Professor, chosen for one year term.

**HISTORY DAY COMMITTEE**

**Committee of the Whole:**

The committee is charged with assisting the Coordinator of History Day with planning and conducting the annual Day contest and serving as a liaison with area schools involved in History Day.

**Membership:**

Will consist of the Coordinator of History Day and two other members appointed by the Committee on Committees.

**GRIEVANCE COMMITTEE**

**Committee of the Whole:**

Serves as a point of first action for any grievance or concern which a member of the department believes requires consideration outside the normal departmental or university avenues.

**Membership:**

Three members appointed by the Committee on Committees.

**SELECTION TO COLLEGE OF LIBERAL ARTS COMMITTEES**  
( April 25, 2001)

Vacancies to all College of Liberal Arts committees with the exception of the College of Liberal Arts Technology Committee and the College of Liberal Arts Library Committee will be conducted using the following procedure. The Committee on Committees will distribute a listing of vacancies to be filled. Those tenure-track members of the department interested in serving will submit their names for consideration. An election will be held by mail with results tabulated and announced by the Committee on Committees. The alternate will be the person coming in second in the voting. Special considerations: the department representative to the College of Liberal Arts Promotions Committee will be chosen from full professors in the department; the representative to the College of Liberal Arts Tenure Committee will be chosen from tenured members of the department.

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**INSTRUCTOR ASSIGNMENT POLICY**  
(March 31, 1987)

- 1] Each academic year the chairperson will circulate a listing of all instructors assigned to courses currently being taught by the history Department.
  - 2] Members of the department interested in teaching a course without an assigned instructor or any course designated as "multi-instructor" are required to submit their credentials and a syllabus to the department chair and Curriculum Committee for consideration.
  - 3] The Curriculum Committee will forward its recommendation and, upon approval of the chair' the instructor's name will be added to the list of those assigned to teach the course.
  - 4] The chairperson shall notify the department of such assignments at the next meeting following the assignment.
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**FACULTY DEVELOPMENT FUNDS**  
(January 12, 1988, April 19, 1988, and April 25, 2001)

By April 1 the Chairperson shall notify all department members in writing of any funds remaining in their individual faculty development accounts.

Funds not requested by April shall be placed in a General Faculty Development Fund which will be distributed proportionately to all faculty with unreimbursed expenses for professional travel. Any Faculty Development funds remaining will be available for special projects. Any member may apply by preparing a request containing a specific description of the proposed project, an explanation of how it "enriches" the applicant, an estimate of the total cost of the project, and the amount of this specific request. The department chairperson will review the applications, determine the use of faculty enrichment funds, and report the decision to the applicant in writing.

Prior to the last day of the spring semester or when all funds have been expended the department chairperson shall report in writing to the department the distribution of all such funds, including the name

of recipients, amounts allocated, and purposes for which the funds were used.

It is assumed that enrichment funds will not be used for programmatic purposes, but rather to enhance the professional capabilities of the individual faculty member.

Funds budgeted for faculty enrichment shall not normally be used for any other purposes.

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**SUMMER TEACHING ROTATION**  
(November 6, 1978, December 9, 1986, April 25, 2001)

The summer staffing schedule will be a continuum which will distribute the *American and non-American European* historians as evenly as possible among the department members. This concept can best be visualized as a circle which has  $n$  positions along the circumference. Positions in the continuum will be established by two (2) separate drawings among 1] non-American and 2] American historians. The formerly designated Team One would draw for the first  $n$  positions on the circle. Team A would draw for the last  $n$  positions on the circle.

The only exception to the established continuum will be severe personal emergencies or unique and significant opportunities to benefit the department. Under these circumstances individuals will permanently change positions with whoever takes their place on the continuum. Workshops will be excluded from the summer staffing continuum unless someone wants to offer a workshop as part of his or her teaching load. The Chairperson should handle summer teaching schedule situations which involve retiring faculty as they arise.

April 15 is the deadline by which notification of summer employment must be given. Any notification after that date gives the faculty member the option to reject a teaching assignment without losing his/her position in the rotation

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**OFF-CAMPUS COURSE ASSIGNMENT**  
(May 11, 1981)

I. STATEMENT OF PURPOSE

The Department of History has a service obligation to provide staffing for off-campus courses. Individual members of the department are encouraged to consider this obligation in determining their personal priorities for non-teaching activities.

II. USE OF ADJUNCT FACULTY FOR OFF-CAMPUS COURSES

- A. Adjunct faculty should be employed only when their qualifications are equal to or superior to those of members of the history department.
- B. Evaluation of credentials of adjunct faculty is to be done by the department. The procedures used in evaluating prospective adjunct faculty will be the same as those followed in the employment of regular staff members.

III. DEVELOPMENT OF OFF-CAMPUS COURSES

Off-campus courses should not compete with courses which can be more effectively taught on campus, but efforts should be made to encourage the development of our off-campus program to the extent that

the interests of the University and of the service area can be well served.

#### IV. Procedure

A roster of members of the department available for assignment for off-campus courses should be made immediately following adoption of this policy.

- A. Individuals who wish to teach off-campus courses should inform the department chairperson of their interest.
- B. The department chairperson with the aid of the Curriculum Committee will prepare the roster.

#### V. Composition of the Roster

- A. Initial composition of the Roster will be by lot among those indicating a desire to have their name placed on the roster.
- B. Individuals indicating a desire to have their name added to the roster after its composition will have their name added at the bottom of the roster.
- C. Individuals who have been offered an opportunity to teach an off campus course will have their names moved to the bottom of the roster whether they choose to accept that opportunity or not.

#### VI. Selection of Instructors for Off-Campus Courses

- A. Off-campus courses will be assigned by matching positions available with the names appearing at the top of the roster.
- B. The following considerations will be made in adjusting these assignments.
  - 1. Preferential selection will be given to those department members whose last off-campus assignment was farthest in distance from Cape Girardeau.
  - 2. Individuals will not be expected to teach courses other than those usually assigned to them.
  - 3. Individuals may teach courses off-campus which are not normally assigned them if:
    - a. They are approved by the same procedures followed for approval of instructors assigned on-campus courses.
    - b. Instructors normally assigned to teach that course are not available for off-campus assignment.

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### **ON CAMPUS OVERLOADS AND PART TIME EMPLOYEES**

(May 11, 1981)

#### I. STATEMENT OF PURPOSE

It is assumed that the teaching of overloads will use time which the individual assigned the overload should normally use in support of their other classes or non-classroom activities. For that reason the assignment of on-campus overloads should be restricted to clear cases of extraordinary need.

- A. Whenever possible, part-time additions to the staff are to be preferred to the assignment of overloads to full-time staff.
- B. If the total of faculty load assigned to part-time faculty and staff overloads consistently exceeds an equivalent of one full-time position, the department will request full-time staffing.

## II. PART-TIME EMPLOYMENT

- A. Applicants for part-time positions will be approved by the Personnel Committee after a review of the applicants credentials.
- B. The Department supports the establishment of a University policy which bases compensation of part-time faculty at a percentage of compensation for full-time faculty equal to the percentage of assigned load relative to a full load.
- C. Part-time staff will be expected to participate in non-classroom activities to an extent consistent with their teaching assignment.

## III. ON-CAMPUS OVERLOADS

- A. On-campus overloads should be offered only when the development of full-time or part-time positions are not academically feasible.
- B. Overloads should be assigned only in the form of additional section(s) of survey courses already assigned to the instructor for that semester.

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### **REDUCED LOADS**

(May 11, 1981)

#### I. STATEMENT OF PURPOSE

Released time through the reduction of an instructor's class assignment is used to equalize the load of a faculty member who is fulfilling an extraordinary non-teaching assignment. It is assumed that the goal of such reductions is the equal distribution of responsibilities among the members of the department. Individuals assigned reduced loads will normally be expected to participate fully in the non-class room activities of the department.

#### II. TYPES OF REDUCED LOADS

- A. **University Assigned:** When a member of the department is assigned a reduced load by direction of the Dean and/or Provost the department expects compensation in the form of an equivalent increase in staff allocation. The Department Chairperson will inform the administrator of the impact of such an assignment and ascertain the nature of the compensation. Compensatory allocation should be based on the needs of the department in regard to area of specialization, scheduling, and maximum class size.
- B. **Department Assigned:** Department members are expected to participate in the non-class room activities of the department. Assignment of reduced loads by the department should be for extraordinary activities. Initial evaluation prior to assignment should include:
  - 1. Determination of whether the activity comes within the scope of a University or of a Department assignment.
  - 2. Recognition that the duties for which load reduction is proposed are beyond the ordinary non-classroom activities of staff members.

### III. REASONS FOR DEPARTMENT ASSIGNMENT

Subject to the instructional needs of the department reduced loads should be assigned as deemed appropriate. Among the more obvious uses are the following:

- A. Support of tasks which contribute substantially to the operation of the department's academic program.
- B. Encouraging and promoting significant individual projects such as scholarly research, course development or preparation, or university and community service.
- C. Compensation for extraordinary teaching assignments during preceding or following semester.

In addition, reduced loads may be assigned in consideration of protracted health problems necessitating reduced assignments but not involving complete disability.

### IV. ASSIGNMENT OF REDUCED LOADS

While committees of the department or the department as a whole may recommend assignment of reduced loads, the Department Chairperson, either in response to such a recommendation or on their own action, has the responsibility to decide on a reduction and its assignment.

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### **DEPARTMENT SABBATICAL LEAVE PROCEDURES**

(March 3, 1986)

1. The Curriculum Committee will be designated to receive sabbatical leave requests from the Department Chairperson.
2. The Curriculum Committee will assess each application and provide a recommendation to the Chairperson. When multiple candidates submit papers, the Curriculum Committee will place the candidates in a rank order.
3. The Curriculum Committee recommends that the chairperson then determine final candidates and seek the endorsement of the department for these prior to recommending a candidate to the College Dean.

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### **DEPARTMENT OF HISTORY RETRENCHMENT POLICY**

(October 18, 1994, May 2, 1996)

After the first five steps listed under University Retrenchment Policy have been taken, a special Advisory Committee for the Department of History shall be convened (step 6 of the University Retrenchment Policy).

This committee shall consist of the three senior professors, the department chairperson, and an outside person named by the Dean of the College. Senior is defined as length of time in service since promotion to the rank of professor. In the case that promotion may have occurred on the same date, length of service to the university based on the date hired will take priority.

This committee shall make recommendations for retrenchment based on the following criteria:

- 1] The Department of History will maintain a viable program that serves the needs of its students majoring in History, Social Studies, and Historic Preservation.
- 2] Secondary criteria for retrenchment decisions will include tenure status, teaching effectiveness, professional qualifications (degree and/or advanced study), scholarship and professional activities, and service to the department and university. To obtain information for evaluating these areas, the committee shall refer to the departmental merit criteria and a report filed by each faculty member.
- 3] University affirmative action policies.

## CRITERIA FOR TENURE AND PROMOTION TO ACADEMIC RANKS DEPARTMENT OF HISTORY

This promotion criteria document has four purposes: 1) To serve department, college, and university committees which review promotion materials and evaluate applicants. 2) To provide guidance to faculty members in setting appropriate priorities for their professional activities. 3) To help candidates organize and assemble their promotion materials more effectively, 4) To play a major role in defining the character and stature of our department as we move into the next century.

### **Advice To the Candidate:**

Pay careful attention to the information set forth in the Faculty Handbook regarding the promotion review process and the general performance expectations of all university faculty. The advice presented herein is not intended to supplant the Handbook. Rather, it should provide additional guidance.

You will be rated in each of three major categories:

- 1) TEACHING EFFECTIVENESS,
- 2) PROFESSIONAL GROWTH,
- 3) SERVICE TO THE UNIVERSITY,

using the following scale: Significantly Exceeds Expectations, Exceeds Expectations, Meets Expectations, or Unacceptable. For most faculty, the first two categories are of roughly equal importance and are more important than the third category. However, *you must document achievements in all three categories*. Use these criteria to plan and prioritize your professional activities in each of the categories. They also will assist you in documenting your achievements in each category when you complete your promotion dossier.

You should be aware that periodic reviews of faculty are required to evaluate progress. A better perspective is that periodic reviews are your right and serve your best interests. Expect these reviews to be comprehensive and to include indications of your progress toward promotion (and tenure, if applicable). Any concerns with your performance will be stated in the periodic reviews along with recommended remedies.

Organize your promotion dossier with sections on each of the three major categories of performance. *Assemble your materials in the exact order of the outline presented below. Omit those headings under which you do not present evidence. Do not include a vita of your entire academic career. Include only evidence of achievement since appointment or promotion to your present rank* Promotion committees and administrators will be closely matching your materials against this outline. *Be concise and factual*. Briefly explain the importance of items. Do not feel that you must generate great volumes of paper. There is little correlation between the mass of the materials submitted and promotion success rates. *Do not include self-ratings in your dossier*. Rating in accordance with the criteria is the function of the reviewers.

Your promotion dossier will be the primary evidence for evaluation of your performance. A department promotion committee will review and evaluate your dossier. They will also observe and evaluate your classroom teaching, and will have copies of periodic reviews done for tenure or other purposes as other sources of evidence. They may also be given by, or request from, the department chairperson other evidence deemed necessary for your evaluation. You must also consider that our faculty enjoy many opportunities for informal and formal interactions. Your collective performance in these situations certainly will affect the judgement of your department reviewers.

The department promotion committee will provide a comprehensive report to the chairperson. *The promotion committee will not return the dossier to the candidate for corrections or improvements*. The chairperson will conduct an independent review of your materials and will attempt to resolve differences of opinion with the committee before making any recommendation to the Dean of the College. Normally, the chairperson will not recommend for promotion unless agreement is reached with the committee. If, in the opinion of the committee

or the chairperson, there is an insufficient case for recommending promotion, you will be informed before materials are forwarded to the Dean of the College. A similar review process takes place at the College level where the advisory committee is made up of one elected faculty member from each department, and then at the University level where the advisory committee includes one faculty member from our college. Again, refer to the Faculty Handbook for official details on the review process at all these levels.

More will be expected of you as you progress through academic ranks and this will be reflected in a greater rigor by promotion committees and administrators in applying and interpreting departmental promotion criteria. *This is important for you to understand!* Our promotion criteria are not a simple checklist, nor is the review process a mere summation of your "scores" in numbers of publications, student evaluations, citizens helped, and so on.

The department gave thorough consideration to developing the promotion criteria. There are some things that you must do to be promoted and other things that are considered very important. These things are highlighted in the outline of evidence. However, the recommendation for your promotion from the department ultimately will be based on the collective professional judgement of the chairperson and the department committee after a careful consideration of your promotion dossier and other supporting evidence. While this judgement will be firmly grounded in the evidence presented and the promotion criteria, it will be largely qualitative and will seek to answer the question, "Do we think this person has earned promotion and is functioning at the professional level expected for the prospective rank?"

Realize that administrators and promotion committees expect and want you to progress through the academic ranks. This is evidenced by the support provided all faculty for their professional efforts. Rest assured that your reviewers will be diligent in seeking enough strength of documentation in your promotion dossiers and other evidence to promote you.

Thus, it is your task to amass a record of service of sufficient quality and then to present that record in your promotion dossier so that the answer to the question posed above is an unequivocal "Yes!" While this may seem daunting, keep in mind that some variation of this process has been involved in the promotion of all the persons evaluating you. The process worked for them and it will work for you as well.

*Pay close attention in the following section to the definitions and the explanation of various highlighting used throughout these criteria.*

### **Instructions To Reviewers of Tenure and Promotion Materials:**

**Ratings required for promotion** - Candidates for Assistant Professor must achieve a rating of at least Exceeds Expectations in TEACHING EFFECTIVENESS and Meets Expectations or above in the remaining two categories. Candidates for Associate Professor must achieve ratings of Exceeds Expectations or above in TEACHING EFFECTIVENESS and PROFESSIONAL GROWTH and a rating of Meets Expectations or above in SERVICE. Candidates for Professor must achieve at least one rating of Significantly Exceeds Expectations in either TEACHING EFFECTIVENESS or PROFESSIONAL GROWTH and ratings of Exceeds Expectations in the remaining two categories, or alternatively, achieve ratings of Significantly Exceeds Expectations in both TEACHING EFFECTIVENESS and PROFESSIONAL GROWTH and Meets Expectations in SERVICE.

### **TENURE**

CANDIDATES FOR TENURE ARE EXPECTED TO MEET OR EXCEED THE MINIMUM PERFORMANCE LEVELS SET FORTH FOR THE RANK OF ASSOCIATE PROFESSOR.

**Candidates for tenure and associate professor rank should not burden themselves with excessive committee assignments above the department level, nor should the department request more than normal committee assignments from them at the department level. The primary effort of the candidate for tenure and associate professor rank should be directed toward the candidate's teaching responsibilities and individual research program.**

**Interpretation of the criteria for ranking performance** - the criteria for evaluation in each of the three major categories requires a collective judgement of each reviewing committee to determine what ranking is merited by the documented performance of the candidate. For a ranking of "Significantly Exceeds Expectations", there must be "a compelling record of sustained performance" documented. For a ranking of "Exceeds Expectations", there must be "an impressive record of sustained performance" documented. For a ranking of "Meets Expectations", there must be "a sound record of performance" documented. An understanding of the underlined terms above is necessary to arrive at a valid ranking. Following are definitions of these terms as used in the criteria.

- compelling: the quality and quantity of achievements is such that a lower ranking can not be assigned in good conscience.
- impressive: the quality and quantity of achievements elicits admiration, but is not compelling as defined above.
- sound: the quality and quantity of achievements represents an acceptable level of performance, but is not impressive as defined above, or sustained, as defined below.
- sustained: the record documents a level of performance over a period of time at least equivalent to the minimum period for progression to the applicable rank, e.g., four years for progression from associate professor to professor.

Interpretation of specific categories of evidence - The lists of evidence are intended to provide guidelines to the candidate for the preparation of promotion materials. They are not an exclusive list, and candidates may include any other evidence they deem pertinent. **Statements highlighted in bold type (not including headings) are minimum expectations.** Statements highlighted (not including headings) indicate important strengths in which candidates need to achieve rankings higher than Meets Expectations. *Statements highlighted by italics alert the candidate to cautions or potential errors.*

## TEACHING EFFECTIVENESS

### **Evidence Demonstrating Teaching Effectiveness**

- I. Teaching Performance - **A recommendation for promotion requires that actual teaching at time of review must be demonstrably acceptable and logically expected to continue so.** Evidence of sustained record requires that evaluations be collected over the entire period in rank.
  - A. Colleagues' Evaluations - These evaluations should be based primarily on **mandatory classroom, and field course observations of actual teaching.** During the pre-tenure period, the minimum frequency of peer observations will correspond to the frequency of evaluations required by the tenure policy. Examination of other data (such as portfolios, tests, outlines, handouts, formal and informal student evaluations, etc.) can provide important support for peer evaluations. The candidate should document actions and outcomes resulting from colleague evaluations during prior years while in the present rank. Classroom teaching evaluations by the department promotion committee conducted during the formal review of promotion materials will be included in their report.
  - B. Student Ratings - **Collection of independently conducted student ratings is mandatory.** These

must be obtained in each section of each course taught using an instrument sanctioned by the university and department. *Mere collecting of student ratings normally is considered to be insufficient evidence.* There must be documentation of how ratings were used to develop teaching competency.

- C. Independent Studies, Student Research, and Thesis - Working one-on-one with a student in these kinds of courses requires special talent and commitment to obtain maximum learning and results. The candidate should provide a list of all such courses he or she has supervised categorized by type and whether undergraduate or graduate. This list should be annotated with a description of the course, results, and outcomes experienced by the student.
  - D. Student Performance and Success - *Care must be taken in presenting and interpreting evidence in this category to identify results attributable to the candidate's teaching with clarity.* Where results can be attributed in part to other factors, it is the candidate's responsibility to explain his or her contribution to the results. Possible evidence includes: (1) comparison of results of standardized tests to national norms. Ideally, this would be a test or portion of a test targeting a specific course or the specific field of expertise in which the candidate teaches; (2) pre- and post-tests demonstrating accomplishment of course objectives. *The objectives measured must be shown to be consistent with formal course syllabi and curriculum objectives approved by the department.*
  - E. Successful Efforts to Raise Own Teaching Competency - This can include participation in teaching workshops and related activities with evident outcomes in actual teaching practice. Other potential evidence includes successful results from a mentoring relationship with another teacher. Many other activities may be logically included under this category.
  - F. Student Testimonials - Letters from students commenting specifically upon teaching effectiveness may be included in an appendix. Each letter must be labeled by the candidate to indicate whether it was solicited or unsolicited. If the letter is not self-explanatory, the candidate should include an explanation of the circumstances leading to the letter.
  - G. Other Evidence - The candidate may include any other evidence he or she believes will support an evaluation of teaching performance.
- II. Curriculum Maintenance and Development - **All faculty are expected to participate in program development in the department and must have maintained his or her courses' syllabi, content, and other components.**
- A. Program Development - **When the department undertakes a revision of part or all of a program curriculum, faculty are expected to contribute to this effort with their specific expertise.** The candidate must describe his or her relevant contributions to any program development and explain the significance of those contributions. Leadership in program development requires more than course revisions or development. To demonstrate the candidate must document contributions beyond leadership in program development, the candidate must document contributions even the expected participation such as having taken an active role in the curriculum committee.
  - B. Reorganization and Innovation in Courses for Which the Candidate has Primary Responsibility - **All faculty are expected to maintain their courses to acceptable standards.** Generally, the fulfilling of this basic expectation will be determined in colleague and student evaluations discussed above, and need not be discussed by the candidate under this heading.  
Actions appropriate to this criterion include:
    1. Development of a new course.
    2. Development of a new course offering under an umbrella syllabus (i.e., Topics in World History).
    3. Major revision of an existing course in which a revised formal course syllabus is approved in the regular curricular process.

4. Development of a significant new component for an existing course such as a major revision (e.g., computer applications).

*If past colleague evaluations or student ratings indicated concern with the minimal expectations for course maintenance, then the candidate must describe the situation, the subsequent actions taken to remedy, and the resulting outcomes which indicate resolution.*

- C. Obtaining Support for Improvement of Teaching - Many excellent ideas for enhancing teaching cannot be implemented with departmental resources alone. Faculty are urged to participate in efforts to obtain the resources necessary to enhance teaching effectiveness.
  1. Grants - Many opportunities exist for internal and external funding to develop teaching effectiveness and curriculum. Faculty are urged to pursue these opportunities as appropriate to their specific teaching responsibilities. Candidates should describe the basis for all pedagogical proposals and grants so that the appropriateness can be evaluated. As such efforts often involve other faculty, the candidate should describe his or her contribution and leadership role, if any.
  2. Donations - The candidate should describe his or her role in securing any donations supportive of his or her teaching or the department's educational mission. Occasionally, a candidate will develop a special relationship with a donor that results in very significant support of the department. The effort required to establish and maintain such a relationship is significant and a strong indicator of leadership in this area. The candidate should be aware of some special cautions in this area. Indiscriminant seeking of donations should not be done. The candidate must indicate the appropriateness and benefits of any donation secured. Furthermore, the University Foundation has special responsibilities with regard to donors and donations. Actions by specific faculty not coordinated with the Foundation can cause problems for donors and jeopardize donations.
- D. Other Evidence - The candidate may include any other evidence he or she believes will support an evaluation of performance in obtaining support for improvement of teaching.

### III. Recognition of Teaching

Effectiveness by Peers External to the University - This recognition must come from individuals or groups of individuals whose competency to make a valid judgement is evident. Where this competency may be in doubt, the candidate should explain the competency of the peer(s) to judge his or her teaching effectiveness.

- A. Publication of Pedagogical Papers in Refereed Journals - The candidate should provide information about the nature of peer review to which a paper is subjected before acceptance and publication. Papers accepted and "in press" are considered equivalent to publications (indicate "in press" in document). *Papers "in review" are not "in press"*. Copies of all papers cited as evidence must also be included in an appendix. Reviewing committees will make their own assessment of the quality and significance of papers, so the candidate may wish to provide additional commentary on why these works are important.
- B. Winning of Pedagogical Grants from Peer Reviewed Programs - Most competitive grant programs in history include peer reviews by several peers. The competency of the reviewing peers is assured by the peer reviewer selection process of the granting agency. The candidate may use the winning of a peer-reviewed pedagogical grant as straightforward evidence of peer recognition of teaching effectiveness. In many cases individual peer reviews are provided to the author and include quite specific evaluations of the pedagogical merit of the proposal. The candidate may use these specific evaluations as evidence. This may be particularly useful where a proposal receives good reviews but is not funded.
- C. External Recognition - This includes any recognition of the candidate's teaching effectiveness

supported by external peer review such as a national or state-wide award.

- D. Other Evidence - The candidate may include any other evidence he or she believes indicates external peer recognition of teaching effectiveness.

## PERFORMANCE LEVELS FOR TEACHING EFFECTIVENESS

### SIGNIFICANTLY EXCEEDS EXPECTATIONS:

An evaluation of SIGNIFICANTLY EXCEEDS EXPECTATIONS requires a compelling record of sustained, very high quality teaching and leadership in curriculum affairs. The record should demonstrate achievements in I and 11. Although achievement in III is not required, any effort in this category will strengthen the candidate's promotion credentials.

### EXCEEDS EXPECTATIONS:

An evaluation of EXCEEDS EXPECTATIONS requires an impressive record of sustained, high quality teaching and significant involvement in curriculum affairs. The record should demonstrate achievements in I and 11. Although achievement in III is not required, any effort in this category will strengthen the candidate's promotion credentials.

### MEETS EXPECTATIONS:

An evaluation of MEETS EXPECTATIONS requires a sound record of quality teaching and involvement in curriculum affairs. The record should demonstrate satisfactory performance in categories I and 11. Although achievement in III is not required, any effort in this category will strengthen the candidate's promotion credentials.

### UNACCEPTABLE:

An evaluation of UNACCEPTABLE results when there is insufficient evidence of quality teaching or involvement in curriculum affairs.

## PROFESSIONAL GROWTH

### Evidence Demonstrating Professional Growth

- I. Advancement of Knowledge - Advancement of knowledge has two aspects. First, **a competent faculty member must keep abreast of the developments in his or her own specialty.** And second, **a faculty member is expected to pursue research in his or her specialty resulting in the development of new knowledge.** A recommendation for promotion requires that the candidate must be an active scholar in his or her avowed specialty as evidenced by a sustained record of achievements in research.
- A. Professional Publication - Professional publication is the culmination of the process of historical research, and as such is the strongest evidence in this category. *Professional publications are those intended to be read by peers.* The candidate should recognize that a recommendation for promotion requires publication. Achieving a ranking of Significantly Exceeds Expectations in professional growth requires a compelling record of professional publication. Publications are of differing types and qualities. The following list gives the general order of importance of each type. The final evaluation of the quality and significance of publications will be done by promotion committees. Length, complexity, peer review, and significance of conclusions are some factors that will be considered. Candidates should include copies and explain the significance of publications in their promotion materials.
1. Publication of a book either written or edited. *Books which have not had the benefit of rigorous*

*peer review are not appropriate to this category.*

2. Refereed articles published in national or international journals. Articles about pedagogical research may be included here, but also may be more appropriately considered in evaluating teaching effectiveness instead.
  3. Refereed articles published in regional or state journals, or chapters in books.
  4. Preparation of a National Register of Historic Places Nomination approved at the federal level.
  5. Preparation of a National Register of Historic Places Nomination approved at the state level.
  6. Publication of a non-refereed article.
  7. Publication of book reviews or major reports.
- B. **Professional Presentation and Other Scholarly Endeavor** - **All faculty are expected to make regular professional presentations.** *Professional presentations are those given to peer groups.* Publication is a lengthy process, and, especially for Assistant Professors, may not demonstrate fully the sustained nature of the research program. Opportunities for professional presentations are more frequent and they require a much shorter lead time to accomplish. An active program of professional presentations indicates that a candidate has a sustained program of research. As with publications, presentations are of varying quality and significance. An active program of grant acquisition, external and internal, is another indication that a candidate has a sustained research program. The following list is in general order of significance, but the promotion committee will be the final judge. The candidate should explain the importance of each presentation or scholarly endeavor in the supporting materials.
1. Refereed papers presented at national or international conferences.
  2. Refereed papers presented at regional or state conferences.
  3. Development, acquisition, and effective use of research grants.
  4. Creative activities, e.g., location of exhibitions, computer adaptations, and popular works.
  5. Review of manuscripts for publication or review of articles for scholarly journals.
  6. Advanced professional study through participation in seminars, forums, institutes, and workshops.
  7. Engage in unpublished research and writing to maintain professional proficiency and growth.
  8. Other scholarly activity.
- C. **Ongoing Research** - The candidate should describe ongoing research projects. *Evidence presented in only this section will be insufficient to document acceptable achievement in the advancement of knowledge.*
- II. **Recognition of Peers** - The recognition of peers both within and external to the university is strong evidence of Professional Growth. To receive a rating of Significantly Exceeds Expectations in professional growth, a candidate must demonstrate that peers external to the university at the national level recognize the value and importance of his or her research achievements.
- A. **External Peers** - Both solicited and unsolicited evidence is permissible. The candidate seeking an evaluation of Significantly Exceeds Expectations must include at least one letter from a colleague who can and will speak frankly about the quality and significance of the candidate's research. Much of the applicable evidence in this category will already be cited earlier in this section when discussing publications and presentations and may be cross-referenced here. Under this category, the candidate should elaborate on the significance of these peer reviews where not previously explained. For example, peer evaluation reports of papers or proposals could be included as evidence. Other strong evidence includes major research awards from professional societies, and best paper awards.
- B. **Peers within the University** - This includes a wide variety of evidence, both solicited and unsolicited by the candidate. Solicited evidence can include letters from colleagues who are knowledgeable about the candidate's research. The strongest evidence in this category is an award of a research sabbatical.

III. Service to the Profession - **A minimum expectation of any faculty member is to be active in appropriate professional organizations as evidenced by membership.** Establishing a reputation among peers generally requires more active participation in the activities of these organizations. Performance ratings better than MEETS EXPECTATIONS requires more than simple membership in professional organizations. For example:

1. Serving as editor of a journal or conference proceedings.
2. Holding office, chairing a committee or taskforce, or serving on same.
3. Serving as discussant or commentator at a professional meeting.
4. Chairing sessions at professional meetings.
5. Attendance at professional meetings.
6. Other service which should be described fully by the candidate.

## PERFORMANCE LEVELS FOR PROFESSIONAL GROWTH

### SIGNIFICANTLY EXCEEDS EXPECTATIONS:

An evaluation of SIGNIFICANTLY EXCEEDS EXPECTATIONS requires a compelling record of sustained, very high quality research resulting in excellent professional publications and presentations. The record should demonstrate achievements in I through III with considerable strength in most of the examples of evidence. There must be compelling evidence of recognition of the candidate's research at the national level by peers.

### EXCEEDS EXPECTATIONS:

An evaluation of EXCEEDS EXPECTATIONS requires an impressive record of sustained high quality research resulting in professional publications and presentations. The record should demonstrate achievement in I and significant efforts in II and III.

### MEETS EXPECTATIONS:

An evaluation of MEETS EXPECTATIONS requires a sound record of quality research resulting in professional presentations and participation in professional organizations through meeting attendance. The record must support the expectation that the candidate will progress beyond this level of performance.

### UNACCEPTABLE:

An evaluation of UNACCEPTABLE results when there is insufficient evidence of quality research with an expectation of continued professional growth.

## SERVICE TO THE UNIVERSITY

### Evidence Demonstrating Service to the University

I. Contributions to Student Activities - Faculty have responsibilities regarding students beyond the teaching mission.

- A. Student Advising - **Advising of department majors is expected of all faculty.** To demonstrate more than this minimum expectation, the candidate should present evidence regarding the quality of his or her advising, for example, surveys of advisees demonstrating satisfaction or data showing above average retention of advisees.
- B. Recruitment of Students - **All faculty are expected to provide curious students with pertinent information about our departments degree programs.** Active recruitment by faculty in introductory courses, at university recruiting functions, and at other opportunities is necessary to sustain our

programs. The candidate should present a record of recruitment activities.

- C. Placement of Graduates - **All faculty are expected to provide essential support to students seeking jobs and graduate school opportunities by providing requested information about careers and graduate schools, and by writing appropriate reference letters (or refusing to do so, when appropriate).** The candidate should document placement successes. To demonstrate more than this minimum expectation, the candidate should document special efforts to assist students in employment or graduate school placement.
- D. Support of Extracurricular Professional Activities - **All faculty are expected to provide support for extracurricular professional activities when students request it.** Beyond this, there is a broad range of opportunities, for example:
  - a. Serving as advisor to a student professional organization.
  - b. Leading extra-curricular field trips.
- E. Other Evidence - The candidate may include any other evidence he or she believes will support an evaluation of performance in contributions to student activities.

## II. Service to Internal Functioning of the University

- A. Service on Committees and Councils - Our university's collegial governance system relies on faculty participation through committee service. **All faculty are expected to participate in department committees, faculty meetings, and other governance functions of the department.** Ratings better than Meets Expectations in service will require some service on committees and councils above the department level. A rating of Significantly Exceeds Expectations requires significant recognition of the candidate's contributions by administrators. Following are opportunities for committee service ranked in decreasing order of significance. The candidate should briefly describe the functions of the committee, if needed, and his or her contributions.
  - 1. Chairperson of faculty senate, or university or college committees.
  - 2. Member of faculty senate, academic council, graduate council, university studies council, or college council.
  - 3. Member of a university committee or college committee.
  - 4. Chair of departmental committee.
  - 5. Member of departmental committee.
- B. Other Service to Internal Functioning of the University - Faculty may also perform service outside the regular governance structure. Examples include the following.
  - 1. Completing university, college, or departmental assignments and voluntary actions not handled by committee, e.g., department Library Liaison; History Day Co-ordinator.
  - 2. Serving as an advisor to campus-wide non-programmatic student organizations.
- C. Other Evidence - The candidate may include any other evidence he or she believes will support an evaluation of service to the internal functioning of the university.

## III. Service to the Public - There is potential for confusion by the candidate in submitting evidence *on public service*. *Only public service activities which the candidate performs his or her capacity as an historian are appropriately included herein as evidence.* Many admirable service activities are not appropriate for inclusion, i.e., Boy Scout leader, public office, church activities, Rotary, and so on. Public service in a professional capacity which enhances the reputations of the faculty member, department, and university, is desirable and pertinent to evaluation rankings better than Meets Expectations. Following are some examples of activities.

- A. Publications and Presentations - These are intended for lay audiences.

- B. Service to Schools - **All faculty are expected to provide occasional service to area schools when requested.** This often consists of programs presented to classes either at the school, on campus, or in the field. Another common service to schools is History Day judging.
- C. News Media Service - This includes prepared releases, arranged interviews, and expert advice.
- D. Professional Service - This includes consulting , generally at zero or reduced compensation, serving as an expert witness, and serving as an advisor
- E. Other Evidence - The candidate may include any other evidence he or she believes will support an evaluation of performance in service to the public.

## **PERFORMANCE LEVELS FOR SERVICE TO THE UNIVERSITY**

### **SIGNIFICANTLY EXCEEDS EXPECTATIONS:**

An evaluation of SIGNIFICANTLY EXCEEDS EXPECTATIONS requires a compelling record of sustained, very high quality service. The record must demonstrate achievement in I through III. There must be demonstrated effort in I, and significant participation in the university governance structure above the department level in II.

### **EXCEEDS EXPECTATIONS:**

An evaluation of EXCEEDS EXPECTATIONS requires an impressive record of sustained high quality service. The record must demonstrate achievement in I and either II or III. There must be participation in the university governance structure above the department level included under II.

### **MEETS EXPECTATIONS:**

An evaluation of MEETS EXPECTATIONS requires a sound record of quality service. The record should demonstrate satisfactory performance in I, and acceptable service within the department under II. Any service to the public must have been positive in both benefit and public perception.

### **UNACCEPTABLE:**

An evaluation of UNACCEPTABLE results when there is insufficient evidence of quality service.

**DEPARTMENT OF HISTORY  
MERIT PAY CRITERIA AND PROCEDURES**

(Approved October 31, 1995)

(Revised March 6, 1996)

**GENERAL PROVISIONS**

All full-time department members are eligible for merit pay, including dual appointment faculty based in the department and those faculty with 50 percent or less released time for:

- A. Administrative responsibilities related to specific department assignments,
- B. Research or grant projects,
- C. Advisement responsibilities.

Each full-time faculty member shall submit annually, on or before January 31, a faculty performance report listing accomplishments in the areas of Teaching Effectiveness, Professional Growth, and University Service. The faculty performance report shall be the basis for an annual faculty evaluation report prepared by the Chair and forwarded to the Dean of the College of Liberal Arts. The faculty evaluation report shall be the basis for all salary recommendations. Upon receipt of the faculty performance report, the Chair shall evaluate the report in light of the criteria set forth in this document. The Chair will evaluate the faculty member's performance in each of the three substantive areas according to a four-tiered scale: unsatisfactory, satisfactory, merit 1, merit 2. Upon completing the review, the Chair shall make a salary recommendation using the following scale and principles:

- A. There shall be four levels of salary recommendation for the department: no increment, an increment, merit level 1, merit level 2. The exact amount of the increment will be determined annually.
- B. No increment will be recommended for any faculty member evaluated as performing unsatisfactorily in one or more categories.
- C. An increment will be recommended for any faculty member evaluated as performing satisfactorily in all three categories.
- D. Merit 1 will be recommended for any faculty member evaluated as performing at the level of Merit 1 in all three categories.
- E. Merit 2 will be recommended for any faculty member evaluated as performing at the level of Merit 2 in all three categories.

The Chair, upon making a salary recommendation, shall sign and date the faculty evaluation report and send it to the faculty member for signature and comment. The faculty member shall sign the report, make comments as appropriate, and return the report to the Chair. The Chair should meet with each faculty member to discuss the contents of the report. The Chair shall then forward the report, including the faculty member's comments, if any, to the Dean.

**TEACHING EFFECTIVENESS**

Category I: Evaluation

- A. Evaluation of the Chair.
- B. Favorable student evaluations from all classes, achieving an average rating of 2.5 or better on the departmental student evaluation instrument which is based on a scale of one to five.
- C. A statement of efforts to improve teaching effectiveness.

## Category II: Evidence of other teaching related activities (Ranked in order of importance)

- A. New courses developed and/or taught.
- B. Major revisions of courses taught.
- C. Directing independent studies, directing or committee involvement with graduate papers, theses, distinction projects, etc.
- D. Research and innovation in teaching techniques.
- E. Supervision of graduate assistants.
- F. Evidence of involvement in curriculum development.
- G. Participation in conferences, workshops and seminars designed to enhance teaching effectiveness.
- H. Additional teaching load considerations.
- I. Other related activities.

## Performance Levels

## Unsatisfactory:

Insufficient evidence of effective teaching or evidence of inferior teaching.

## Satisfactory:

Clear evidence of effective teaching under both categories.

## Merit 1:

That one's teaching satisfies the criteria for satisfactory performance, and that one successfully undertake activities in Category II that lead to enhanced teaching or curricular development.

## Merit 2:

That one's teaching satisfies the criteria for merit 1. That one also successfully undertake activities in Category II that lead to enhanced teaching or curricular development, and provide clear and convincing evidence that one's classroom performance is superior.

**PROFESSIONAL GROWTH**

## Scholarly Activities (Ranked in order of importance)

- A. Publication of a book either written or edited.
- B. Refereed articles published in national or international journals.
- C. Refereed papers presented at national or international conferences.
- D. Refereed articles published in regional or state journals, or chapters in books.
- E. Preparation of a National Register of Historic Places Nomination approved at the federal level.
- F. Preparation of a National Register of Historic Places Nomination approved at the state level.
- G. Refereed papers presented at regional or state conferences.
- H. Development, acquisition, and effective use of research grants.
- I. Submission of papers or articles for regional, national, or international peer review.
- J. Publication of a non-refereed article.
- K. Presentation of a non-refereed paper.
- L. Publication of book reviews or major reports.
- M. Creative activities, e.g., location of exhibitions, computer adaptations, and popular works.
- N. Review of manuscripts for publication or review of articles for scholarly journals.
- O. Professional organizations actively participated in as an officer, or as chair or commentator on a program.

- P. Advanced professional study through participation in seminars, forums, institutes, and workshops.
- Q. Membership in and attendance at meetings of professional organizations.
- R. Engage in unpublished research and writing to maintain professional proficiency and growth.
- S. Honors received.
- T. Other scholarly activities.

#### Performance levels

Unsatisfactory: No evidence of current scholarly activity.

Satisfactory:

Evidence of ongoing research including completion of one activity under K through T.

Merit 1:

Evidence of sustained research including completion of two activities under C. through T, one of which must be under C, D or G.

Merit 2:

Evidence of research excellence including completion of one activity under A, B, or C, and one activity under D through G. If a faculty member successfully undertakes a number of activities defined under Merit 1 which are determined to be of very high quality, such activities may qualify the faculty member for Merit 2 in a given evaluation period.

### **UNIVERSITY SERVICE**

Category I: University Service (Ranked in order of importance)

- A. Chairperson of faculty senate, or university or college committees.
- B. Member of faculty senate, academic council, graduate council, university studies council or college council. C. Member of university committee or college committee.
- D. Chair of departmental committee.
- E. Member of a departmental committee.
- F. Completing university, college, or departmental assignments and voluntary actions not handled by committee.
- G. Other university service

Category II: Professional Outreach (Ranked in order of importance)

- A. Application for a grant and other form of outside funding for a professional program and activity.
- B. Consultant to an area historical society, museum, government agency, school, or other organization requiring the expertise of history, social studies, and historic preservation faculty.
- C. Advisor to a student organization.
- D. Editor of a newsletter.
- E. Presentation of a program in an area of professional specialization to faculty, student, or public groups.
- F. Participation as official, judge, etc., in an organized educational activity (e.g. History Day, Mock U.N.
- G. Participation in recruitment.
- H. Other outreach activity.

Performance levels

Unsatisfactory:

Documented refusal or failure to complete routine departmental duties. Evidence of systematic and repeated unexcused absences from committee or department meetings or failure to complete and submit reports in a timely manner would constitute unsatisfactory performance.

Satisfactory:

Timely and effective completion of routine committee work and evidence of service or outreach activity that meets the minimum needs of the department, college, and university.

Merit 1:

Satisfactory performance plus either unusually heavy committee work, or significant contributions to committee work of leadership quality, or significant outreach activity.

Merit 2:

Performance that significantly exceeds Merit 1 and warrants outstanding recognition.



**FACULTY ACTIVITIES REPORT**  
**DEPARTMENT OF HISTORY**

Name \_\_\_\_\_

Date \_\_\_\_\_

**TEACHING**

**Category I: Evaluation**

A. Evaluation of the Chair.	
B. Favorable student evaluations from all classes, achieving an average rating of 2.5 or above on the departmental student evaluation instrument.	
C. A statement of efforts to improve teaching effectiveness.	
D. Peer Evaluation (optional)	

**Category II: Evidence of other teaching related activities**

A. New courses developed and/or taught.	
B. Major revisions of courses taught.	
C. Directing independent studies, directing or committee involvement with graduate papers, theses, distinction projects, etc.	
D. Research and innovation in teaching techniques.	
E. Supervision of graduate assistants.	
F. Evidence of involvement in curriculum development.	
G. Participation in conferences, workshops and seminars designed to enhance teaching effectiveness.	
H. Additional teaching load considerations.	
I. Other related activities.	

<b>PROFESSIONAL DEVELOPMENT</b>	
<b>Category I: Scholarly Activities</b>	
A. Publication of a book either written or edited.	
B. Refereed articles published in national or international journals.	
C. Refereed papers presented at national or international conferences.	
D. Refereed articles published in regional or state journals, or chapters in books.	
E. Preparation of a National Register of Historic Places. Nomination approved at the federal level.	
F. Preparation of a National Register of Historic Places. Nomination approved at the state level.	
G. Refereed papers presented at regional or state conferences.	
H. Development, acquisition, and effective use of research grants.	
I. Submission of papers or articles for regional, national, or international peer review.	
J. Publication of a non-refereed article.	
K. Presentation of a non-refereed paper.	
L. Publication of book reviews or major reports.	
M. Creative activities, e.g., location of exhibitions, computer adaptations, and popular works.	
N. Review of manuscripts for publication or review of articles for scholarly journals.	
O. Professional organizations actively participated in as an officer, or as chair or commentator on a program.	
P. Advanced professional study through participation in seminars, forums, institutes, and workshops.	
Q. Membership in and attendance at meetings of professional organizations.	
R. Engage in unpublished research and writing to maintain professional proficiency and growth.	
S. Honors Received.	
T. Other scholarly activities.	

**PROFESSIONAL SERVICE**

**Category I: University Service**

A. Chairperson of Faculty Senate, or university or college committees.	
B. Member of Faculty Senate, Academic Council, Graduate Council, University Studies Council, or College Council	
C. Member of University or College committee.	
D. Chair of departmental committee.	
E. Member of departmental committee.	
F. Completing University, College, or Departmental assignments and voluntary actions not handled by committee.	
I. Other University Service.	

**Category II: Professional Outreach**

A. To apply for grants and other forms of outside funding for professional programs and activities.	
B. To serve as consultants to historical societies, museums, government agencies, schools, and other organizations requiring the expertise of history social studies, and historic preservation faculty.	
C. To serve as Advisor to student groups.	
D. To edit newsletters.	
E. To present programs in areas of professional specialization to faculty, student, and public groups.	
F. To participate as officials, judges, etc., in organized educational activities (e.g. History Day, Mock U.N.) relating to fields of specialization.	
G. To participate in recruitment efforts.	
H. Other outreach activity.	