By-Laws

Department of History

As Approved by Department May 2016

I. Preamble

The Department of History is organized and its affairs conducted in accordance with the Laws and Policies of the Board of Regents of the University of Colorado, and the policies of the University of Colorado system, of the University of Colorado Denver, Denver campus, and of the College of Liberal Arts and Sciences. The bylaws shall be adopted by a two-thirds vote of the faculty, and approved by the Dean of CLAS and the Chancellor. Revision of the bylaws shall require approval by two-thirds of the faculty. The Department shall review the bylaws from time to time and revise them as needed.

II. Mission Statement

The mission of the CU Denver History Department is to support the pursuit of historical knowledge on the part of students and faculty; to afford students the opportunity to engage the breadth of human experience in a range of courses; to teach students vital analytical, research and writing skills; and to create a community dedicated to upholding the importance of historical studies in the public sphere and in relation to a broad range of human activities and decision making.

III. Faculty

III. A. Constitution: The Department of History shall consist of the History faculty, defined as the rostered members of the Department, i.e. those that hold academic rank and whose names appear in the annual personnel budget roster. This includes persons appointed with titles of *professor, associate professor, assistant professor,* (the TTF); *professor CTT, associate professor CTT, assistant professor CTT,* and *senior instructor and instructor* who serve on appointments totaling fifty percent or more. The clinical teaching track and instructor ranks make up the rostered non tenure-track faculty (NTTF). Lecturers are not rostered faculty, but a part of the NTTF.

III.A.1. Emeritus Faculty: Rostered faculty who retire in good standing map apply for emeritus status. Applicants will submit their CV and a letter to the Executive Committee, which will submit the application to the Department as a whole for a vote by all rostered faculty.

III.B. Authority: Any member of the Department, as defined above, may bring policy questions or proposals to the Department for consideration. Formal proposals are submitted to the Chair, who will then schedule discussions at a Department meeting.

III.C. Voting rights: Voting membership of the Department shall comprise all members of the rostered faculty as defined above.

III.C.1. A quorum shall consist of those voting members present at any scheduled meeting of the Department to which all have been invited, as long as that number does not dip below half the number of rostered faculty.

III.C.2. All members of the Department will be informed in advance of all voting matters.

III.C.3. The TTF are eligible to vote on all matters in the Department; the rostered NTTF may vote on personnel matters, at or below their grade, such as hiring, tenure, and promotion, or policies pertaining to personnel matters.

III.C.4. Only faculty with the appropriate rank may vote on tenure and promotion decisions: full professors for promotion to full professor; full and associate professors for all other tenure and promotion decisions.

III.C.5. All TTF may vote on CTT matters, including applications for and promotion of CTT. CTT may vote on CTT personnel procedures at or below their rank. Instructors and Senior Instructors may vote on personnel matters at or below their rank. Lecturers may not vote on personnel matters.

IV. DEPARTMENTAL ADMINISTRATION AND POSITIONS

IV.A. The Department Chair: The Department Chair will be appointed in accordance with the CLAS bylaws, *Article VIIA.1 c*., and Laws of the Regents, *Appendix B.* The faculty of the History Department will make a recommendation to the Dean on the appointment of the Chair. The Dean makes the appointment or meets with the faculty if the Dean does not concur with the faculty's recommendation. The appointment then is reviewed and approved by the Chancellor.

IV.A.1. The Chair of the Department will be a tenured member in the Department or, if selected from outside the University, eligible for tenure within the Department.

IV.A.2. The term of the Chair will be three years and is subject to renewal by the Dean following consultation with the faculty.

IV.A.3. The Chair shall be recommended by a majority vote of a strong quorum of 80% of the rostered faculty after a process in which nominations are invited from the faculty and the names of all candidates willing to serve in the office are announced to all members of the Department.

IV.A.4. The Chair is responsible for providing intellectual, pedagogical and organizational leadership toward achievement of the highest possible level of excellence in the teaching, research, and service areas of the Department; and has general administrative responsibility for the Department and its programs. Specific responsibilities (See *Laws of the Regents, Appendix B)* include:

(a) executing the policies established by the faculty of the Department and within the framework and authority of the laws of the Regents;
(b) representing the Department's interests with administrative officers of the College and the University at large, as well as with those associated with the academic and administrative entities of the other institutions on the Auraria campus; administering the departmental budget, in consultation with the Executive Committee.
(c) referring all matters relating to the formulations of departmental policy to the faculty as a whole or to the appropriate faculty committee;
(d) supervising the hiring and reappointment of tenured and tenure-track faculty by overseeing the proceedings, calling for a faculty vote, and writing a summary letter for the dossier which reports the vote and the reasons for the outcome in accordance with CLAS guidelines;
(e) supervising staff;
(f) serving as fiscal approving authority for Colorado History Day expenditures and other expenditures and related to Department general fund and Foundation accounts;
(g) scheduling and chairing faculty meetings and overseeing minutes;
(h) hiring lecturers in collaboration with the Executive Committee and if timing and circumstance allow, consultation with the department;
(i) appointing Ad Hoc committees as circumstances warrant, in consultation with the Executive Committee;

(j) assigning classes in consultation with individual faculty, and coordinating the schedule process with the Dean's office.

IV.B. The Associate Chair: The Department shall elect an Associate Chair, who must be a senior member of the Department and one well versed in its daily operations. Appointment requires the Dean's approval.

IV.B.1. The Associate Chair shall function as Acting Chair, representing the Department when the Chair is not available.

IV.B.2. The Associate Chair serves a three-year, renewable term.

IV.C. The Director Graduate Studies (DGS): The Department shall elect a Director of Graduate Studies, who may come from any rank of the faculty and who is well versed in the graduate curriculum. The DGS must be eligible for Graduate Faculty Status.

IV.C.1. The Director of Graduate Studies (DGS) has oversight of all graduate advising and coordinating the graduate functions of the Department.

IV.C.2. The DGS advises students on program requirements and helps them with scheduling appropriate courses.

IV.C.3. The DGS may, at the discretion of the Dean, receive a course release.

IV.C.4. The DGS serves a three-year, renewable term.

IV.D. The Undergraduate Advisor (UA): The Department shall elect an Undergraduate Advisor, who may come from any rank of the faculty, and who is well versed in undergraduate curriculum.

IV.D.1. The UA advises students on major and minor requirements and helps them with scheduling appropriate courses.

IV.D.2. The UA certifies students for graduation.

IV.D.3. The UA serves a three-year, renewable.

IV.D.4. The UA may, at the discretion of the Dean, receive a course release.

IV.D.5. The UA serves a three-year, renewable term.

IV.E. The History Colloquium Coordinator: With the advice of the faculty, the Chair shall appoint a Coordinator for the History Colloquium, who may come from any rank of the faculty. The Colloquium Coordinator organizes departmental colloquia: creating the colloquium schedule, identifying topics and speakers, and planning the event with the assistance of the Department Program Assistant.

IV.F. Standing Committees: Members of standing committees are appointed by the Chair with the advice of the faculty for three year, renewable terms. In addition to the standing committees, the Department may decide to create *ad hoc* committees when necessary. All members of the Department will be offered Departmental service assignments, and TTF, CTT, and Instructors and Senior Instructors with service releases are expected to take on some departmental responsibility.

IV.F.1. Executive Committee. This committee shall consist of the Chair, Associate Chair, Graduate Advisor, Undergraduate Advisor and two additional members, one member elected from each of the following constituencies: TTF, and NTTF (including both rostered and non-rostered faculty). The Executive Committee shall advise the Chair on all matters, including budget and financing, the construction of the yearly course schedule, and on personnel issues. NTTF members shall recuse themselves from participating in TTF personnel issues. If the Chair and the Executive Committee do not reach consensus on a given issue, the matter shall be sent to the Department as a whole.

IV.F.2. The Undergraduate Advisor may refuse the right to serve on the Executive Committee if he/she wishes. In such a case, the position will be filled by a member selected from among the faculty.

IV.F.3. Graduate Committee. This committee shall consist of three members of the Department in addition to the Director of Graduate Studies so that each of the four graduate major fields – U.S., Europe, Global, and Public – will be represented. The Committee shall assist the Director of Graduate Studies with examining policy, reviewing applications, and advising students.

IV.F.4. Committee on Assessment. This committee shall be composed of three faculty members, at least one of whom is a TTF faculty member. The committee shall work with the chair to develop assessment measures and mechanisms for gathering the required information. The committee shall direct the

implementation of the assessment program and compose a report from the information compiled.

IV.F.5. Merit Committee. The Merit Committee shall advise the Chair in the yearly review process. The membership of this committee shall consist of one representative each from the tenured faculty, assistant professors, and NTTF. Members will be selected by rotation. At any given time, only one member of the Merit Committee may overlap with the Executive Committee. For merit review procedures, see Section VI below.

IV.F.6 Curriculum Committee. It shall consider curricular, teaching, and teacher training issues of importance to the Department, and it assists the Chair in scheduling assigned classes.

V. DEPARTMENT MEETINGS

V.A. The Department will schedule meetings at least twice during each semester. The Chair will distribute the schedule of Department meetings at the beginning of each semester.

V.B. Additional Department meetings as needed can be called by the Chair and requested by any member of the faculty.

V.C. Department meetings include the entire History Department faculty, but may also have time reserved for the TTF to meet separately.

VI. ANNUAL MERIT EVALUATIONS

VI.A. Rostered Faculty: Every year, according to Regent policy, rostered faculty will undergo a merit evaluation, based on the information they include in their Faculty Report of Professional Activities (FRPA).

VI.A.1. To prepare for the annual evaluations, faculty must fill out their EFRPA in a timely manner in accordance with the deadlines established by CLAS and the Department Chair.

VI.A.2. Faculty members must produce a one-page, single-spaced narrative self-evaluation, summarizing what they accomplished over the course of the year in the areas in which they are being evaluated (teaching, research, service). They will then designate their annual accomplishments as Outstanding, Exceeding Expectations, Meeting Expectations, or Below Expectations in accordance with merit criteria outlined in Appendix I.

VI.A.3. The Merit Committee will use the FRPA and the self-evaluations to determine merit and write a narrative evaluation for the faculty member.

VI.A.4. In evaluating merit, the Merit Committee and the Chair can consider a three-year window, especially during periods when the College experiences salary freezes.

VI.B. Lecturers: The Department will conduct annual evaluations of lecturers based on multiple means of evaluation of teaching effectiveness according to University policy and the APS (Academic Policy Statement 1009).

VI.C. Annual evaluations of all History Department faculty will include close attention to faculty adherence to Appendix IV, Policies on Syllabi and Course Content.

VI.D. Faculty may appeal an annual merit evaluation to the Dean's Advisory Committee, which will then make a recommendation to the Dean.

VI. TENURED/TENURE-TRACK FACULTY (TTF)

VII.A. Duties and Responsibilities of TTF: TTF are expected to perform instructional, scholarly, and service responsibilities as established under their contracts and their Professional Plans. The usual allocation of responsibilities fits with a 40/40/20 model, with a weighted evaluation of 40% teaching, 40% research, and 20% service. Individual TTF, however, may negotiate a differentiated workload, as outlined in the CLAS Differentiated Workload Policy, in consultation with the Chair and the CLAS Dean. Junior faculty members should complete a Professional Plan upon their appointment at CU Denver. At the tenure and promotion review point, faculty complete a second Professional Plan. Thereafter, faculty members complete a new Professional Plan at each post-tenure review point. Revision of Professional Plans can occur with a differentiated workload.

VII.A.1. Instructional Activity: The duties of all faculty include teaching formal courses. The normal teaching assignment for TTF is eight formal courses in a two-semester academic year except in the case of a differentiated workload. In addition to formal course instruction, TTF are expected to provide support across a reasonable range of other instructional activities, such as advising graduate and undergraduate history students, directing independent studies, directing honors theses, directing graduate comprehensive exam preparations and

theses, participating on graduate student committees, and developing curricular materials.

VI.A.2. Scholarly Activity: All tenure-track faculty members are expected to be regularly engaged in scholarly activity. This should result in a steady rate of conference presentations and published work in high-quality, peer reviewed outlets. CTT also have a scholarly component.

VI.A.3. Service Activity: All voting members of the faculty are expected to participate in the governance of the Department by attending Department meetings. For TTF, contributions to College and University committees and governance are also important as is service to major academic and professional organizations. Senior Instructors and Instructors may have a service component.

VI.A.4. Reappointment, Tenure, and Promotion of TTF: Faculty eligible for reappointment must demonstrate that they are on schedule to receive a determination of excellence in either teaching or research, and meritorious across all three areas of their responsibilities – teaching, research, and service – at the time of tenure and promotion. Annual merit evaluations constitute a separate process from Reappointment, Tenure, and Promotion reviews and, according to Regent Policy, do not carry implications regarding tenure. It is the responsibility of the Department Chair to monitor the progress of tenure-track faculty members and mentor them towards tenure and promotion. See History Department RTP, Appendix II, for details on the categories of meritorious and excellent. Under normal circumstances, TTF come up for reappointment in their fourth year at UCD, and in their seventh year for tenure and promotion, but early reappointment and tenure reviews are possible.

VII.B1. RTP Dossiers:

(a) The assistance of the Chair, the faculty member will prepare a dossier to submit to the University for evaluation. This dossier will include a CV, sections detailing teaching, research, and service activities, and other documents as required by the Regents.

(b) The teaching section includes a candidate statement on teaching, FCQs, peer evaluations, and other evidence of activity relating to teaching and curriculum.

(c) The research section includes a candidate statement on research, copies of publications and manuscripts in process, and other evidence of research activity. The research portion of the dossier should be ready to send out to external reviewers by the beginning of the summer preceding the comprehensive, tenure, and promotion reviews.

(d) The service section includes a statement detailing service activities as well as any evidence of service commitments.

VII.B2. Selection of external reviewers:

(a) The Chair asks the candidate to submit a short list of scholars of high standing who would be appropriate as external reviewers. At the same time, the candidate may inform the Chair if there are people who should not be asked to evaluate his or her work and provide the reasons for their exclusion.

(b) The Chair compiles a separate list of names of possible external reviewers.

(c) A minimum of three external letters of evaluation are required for comprehensive reviews, with at most one reviewer selected from the candidate's list and at least two selected outside the candidate's list.

(d) A minimum of six external letters of evaluation are required for tenure and promotion, with at most two letters selected from the candidate's list and at least four from outside the candidate's list.

VII.B.3. Review Committees:

(a) The Chair appoints three Departmental review committees to oversee the evaluation of the candidate's teaching, research, and service.

(b) The chair of each committee must be a tenured faculty member. If needed, committee members may be sought from outside the Department, in consultation with the candidate.

(c) The Department Chair is not a member of any of these three review committees.

(d) In the case of candidates for full professor, faculty members at rank may be sought from full professors in other departments in CLAS.

(e) The members of the teaching committee, in addition to the material submitted by the candidate for review, should schedule observations of the candidate's teaching.

(f) The service committee will rely largely on the material submitted by the candidate for evaluation.

(g) The research committee uses as primary data for its review the letters assessing the quality and quantity of the research written by external reviewers, as well as its own evaluation of the candidate's research portfolio.

(h) The review committee assess the candidate's record and each writes a report on the assigned area-teaching, service, or research. If there is a disagreement, the dissenting member(s) of the committees may write a separate letter.

(i) The review committees' reports are then submitted to the Department Chair for inclusion in the dossier.

VII.B.4. Department voting on RTP: Once the candidate's dossier is complete, the Department votes on the candidate's reappointment, tenure, or promotion. Only tenured faculty may vote on reappointment, and only those at rank can vote on tenure and promotion. The Chair orally notifies the candidate of the vote.

VII.B.5. Chair's Letter. The Chair writes a letter to the CLAS Dean summarizing the discussion and recommendation of the faculty to be included in the candidate's dossier. This letter also includes a report of the vote of the faculty. If the Chair disagrees with the vote and recommendation of the Department, he or she articulates the disagreement and provides an explanation.

VII.C. Post-Tenure Review: Every five years, tenured faculty must undergo a post-tenure review.

VII.C.1. Dossier: For post-tenure review, faculty must prepare a dossier which includes the five previous annual performance evaluation reports; FCQs, peer reviews of teaching, and, if desired, other types of teaching evaluation; a Curriculum Vita that indicates recent publications, presentations, evidence of research funding and university and public service; copies of recent publications or manuscripts; the Professional Plan(s)

from the current PTR cycle; an updated Professional Plan for the next five years; and any other supporting materials the candidate would like to include.

VII.C.2 Chair's Letter: Based on the evidence submitted by the candidate and the letters from external reviewers (if applicable), the Chair writes a letter evaluating the candidate's achievements in reference to the Professional Plan and department expectations and submits this letter and the dossier to the CLAS PTR Committee which reviews the dossier.

VII.C.3. Faculty may appeal the results of their post-tenure reviews to the Dean's Advisory Committee.

VII D. TTF Vacancies. When the opportunity to fill a vacancy occurs in a TTF position, the Department will meet to revise the hiring priorities. The Department will strive for consensus in determining hiring needs; however, a two-thirds majority vote can also establish hiring priorities. The Department shall conduct a TTF search under the guidelines laid out by Regent policy. All hiring decisions require a two-thirds majority vote.

VIII. CLINICAL TEACHING-TRACK FACULTY

VIII.A. Duties and Responsibilities of CTT: The CLAS document "Requirements for Appointment, Reappointment, and Promotion for Clinical Teaching Track (CTT) Faculty" states CTT must "participate in a broad range of teaching, service and scholarly activities" and that for each initial appointment to the CTT "primary units will also determine, with the approval of the Dean, the relative weight of teaching, service and scholarly activities as well as general expectations for each of the three areas." There must be a minimum of 60% distribution of effort in teaching and a minimum of 10% in each of the other two categories. "The primary responsibility could be teaching or service and, except under special circumstances, scholarly activities would be limited to 20% of effort. CTT faculty are expected to demonstrate continued professional growth in their fields."

VIII.A.1. Instructional Activity: The duties of all faculty include teaching formal courses. The normal full-time teaching assignment for CTT is eight formal courses in a two-semester academic year except in the case of a negotiated differentiated workload. In addition to formal course instruction, CTT are expected to provide support across a reasonable range of other instructional activities, such as advising graduate and undergraduate history students, directing independent studies, directing honors theses, advising graduate comprehensive

exam preparation and theses, participating on graduate student committees, and developing curricular materials.

VIII.A.2. Scholarly Activity: All CTT are expected to be regularly engaged in scholarly activity. This could include formal conference presentations, and publications in high-quality, peer reviewed outlets, as well as other forms of productivity appropriate to a CTT's area of expertise.

VIII.A.3. Service Activity: All voting members of the faculty are expected to participate in the governance of the Department, by attending Department meetings. CTT are expected to perform additional service activities, which may be at the Department, college, university, or professional levels.

VIII.B. Appointment, Reappointment, and Promotion of Clinical Teaching Tack Faculty. Criteria for the ranks for CTT are detailed in Appendix III.

VIII.B.1. According to "Requirements for Appointment, Reappointment and Promotion for Clinical Teaching Track (CTT) faculty in the College of Liberal Arts and Sciences, University of Colorado Denver" (hereafter referred to as CTT policies and procedures"), "A Clinical Track appointment is an 'at will' appointment that is not a tenure track appointment. Instructors and Senior Instructors may be hired into the *CTT*. Searches may also be conducted for new hires directly into the *CTT*. Nominations for the CTT can come from any member of the Department faculty, and must be accompanied by a written recommendation from the Department Chair."

VIII.B.2. The final decision regarding the recommendation of CTT rests with the Dean of CLAS.

VIII.B.3. CLAS policies and procedures state that CTT positions "are deemed to end no later than the end of the third academic year after the appointment is made, at which time the appointment will automatically terminate unless the appointment is affirmatively renewed by the University."

VIII.B.4 Dossier for internal candidates for CTT

(a) Candidates applying for a CTT position will create a dossier detailing teaching, research, and service activities.

(b) The teaching section includes a candidate statement on teaching, FCQs, peer evaluations,

and other evidence of activity relating to teaching curriculum.

(c) The research section includes a candidate statement on research, copies of publications and manuscripts in process, and other evidence of research activity.

(d) The service includes a statement detailing service activities as well as any evidence of service activity or proposed activity.

VIII.B.5. Letters of Reference: The candidate will solicit letters of support to include in the dossier

(a) For appointment to the ranks of Assistant and Associate Professor CTT. Three letters of reference are required, including one from outside the Department.

(b) Application for the rank of Professor CTT. Five letters are required, two from outside the department.

VIII.B.6. Department review: Once the candidate's dossier is complete, the TTF and CTT review the dossier, vote on the candidate's application, and make a recommendation to the Chair. The Chair orally notifies the candidate of the vote.

VIII.B.7. Chair's Letter. The Chair writes a letter to the CLAS Dean summarizing the discussion and recommendation of the faculty. This letter is included in the candidate's dossier. This letter also includes a report of the vote of the faculty. If the Chair disagrees with the vote and recommendation of the Department, he or she articulates the disagreement and provides an explanation.

VIII.B.8. Reappointment and promotion:

(a) CTT faculty applying for reappointment or promotion must submit the same materials detailed in VIII.B.1. and go through the reviews detailed in VIII.B.3 and B.4.

(b) Reappointments do not require resubmission of letters of recommendation, although the Department recommends current letters be on file.

(c) In addition to the materials listed in B.1. according to CLAS policy, "Candidates for re-appointment or promotion must also include a copy of the most recent employment contract, a professional plan, [and] annual

performance evaluation reports." Criteria for promotion are found in Appendix III.

VIII.B.9. Vacancies: The Department may decide to hire for a CTT position externally and will meet to determine hiring priorities. The Department will strive for consensus in determining hiring needs; however, a two-thirds majority vote can also establish hiring priorities. The Department shall conduct a CTT search under the guidelines laid out by CLAS policy.

IX. INSTRUCTORS AND SENIOR INSTRUCTORS

IX.A. Instructors and Senior Instructors fill at-will renewable, rostered positions, with the exception of individual faculty members who have been awarded multi-year contracts [See section IX.F. below].

IX.B. Instructor and senior instructor positions may include a service component, in accordance with CLAS policies.

IX.C. When the Department receives approval to hire an instructor, the Department will conduct a search for candidates who will be required to submit a CV, evidence of teaching effectiveness (including syllabi and teaching evaluation), and at least two letter of reference. The hiring of instructors shall be brought to the Department for a vote according to procedures outlined in Section III.C. Candidates for hiring or promotion to senior instructor must hold a Ph.D. and must provide evidence of teaching excellence at a comparable institution, pending a majority vote of two-thirds of the TTF and CTT.

IX.D. Instructors and senior instructors with service components and who are members of the Graduate Faculty, may with the approval of the Graduate Committee, serve as chairs or members of graduate students' examination and thesis committees.

IX.E. Promotion from Instructor to Senior Instructor.

IX.E.1. Senior Instructors are required to have the PhD and have served the Department for three years in positions of at least 50% time before applying for senior instructor.

IX.E.2. Candidates for senior instructor positions must submit example syllabi, three years of FCQs and other measures of teaching effectiveness (such as letters of teaching observation from rostered faculty and evidence of instructional work with students outside the classroom), three years of merit

evaluations, and a statement concerning teaching growth and pedagogical practice.

IX.E.3. The TTF, CTT and Senior Instructors will vote on all candidates applying for senior instructor positions, with a two-thirds departmental majority required for promotion/hiring. Promotions to senior instructor must be approved by the Dean.

IX.F. Multi-Year Contracts for NTTF.

IX.F.1. Eligibility: In accordance with university policies, rostered non-tenured trach faculty members who hold .5 or greater teaching appointments shall be eligible for multi-year contracts. Candidates must demonstrate evidence of "highly effective teaching" (e.g. three prior years of merit ranking at "exceeding expectations" or higher); seniority (must have been full time instructors, senior instructors, or CTT faculty at CU Denver for three years).

IX.F.2. Process for nominating non-tenure track faculty for multi-year contracts: The process for nominating and approving multi-year contracts will be in compliance with CLAS policies. Candidates for multi-year contracts must assemble a dossier describing their teaching skills and achievements. The dossier shall include syllabi, student evaluations, teaching observation letters from rostered faculty, and any other relevant materials that demonstrate pedagogical excellence. External candidates shall submit corresponding evidence from their institutions. The Chair and the Executive Committee shall consider and vote upon the application. The Chair shall then submit the dossier and a letter requesting a multi-year contract to the Dean.

X. ACADEMIC STANDARDS AND RULES

X.A. Faculty Responsibilities and Conduct. The Department of History expects that its faculty adhere to the guidelines of professional conduct relative to teaching and research outlined in the University's faculty statement "Principles of Professional and Ethical Responsibilities." Faculty members who do not meet their professional responsibilities or whose conduct is not acceptable will be subject to the disciplinary procedures set forth in the University of Colorado Faculty Handbook. https://www.cu.edu/content/faculty-handbook.

X.B. Student Responsibilities and Conduct. The Department of History expects that students adhere to the University's Academic Honor Code.

X.B.1. Faculty who encounter academic dishonesty or ethics violations should follow the guidelines outlined on the CLAS Website: http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/Pages/DealingwithAcademicDishonesty.aspx

X.B.2. Students who wish to appeal an accusation of ethics violation should be referred to the CLAS Description of Student Rights: http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/Pages/StudentRights.aspx

By-Laws Appendix I.
Department of History
Annual Merit Evaluations for Rostered Faculty
2016

Every year, according to Regent policy, rostered faculty undergo a merit evaluation. *TFF* and CTT are evaluated on the basis of research, teaching, and service. Instructors and senior instructors are evaluated on the basis of teaching, and in some circumstances, service. Evaluations are based on the Faculty Report of Professional Activities (FRPA) and a self-evaluation completed by each faculty member. Merit ratings designate annual accomplishments in research, teaching, and service as one of the following: Outstanding, Exceeding Expectations, Meeting Expectations, or Below Expectations. Based on a consideration of the ratings in all three areas the faculty member receives an overall rating of Outstanding, Exceeding Expectations, Meeting Expectations, or Failing Expectations.

Overall Merit Rating.

Each Faculty member receives an overall rating of Outstanding (5), Exceeding Expectations (4), Meeting Expectations (3), Below Expectations (2), or Failing Expectations (1) based on their ratings in Teaching, Research, and Service. The Merit Committee determines the overall rating, and the Chair. If there are discrepancies in a faculty member's ratings for Teaching, Research, and Service (for example, a Meeting Expectations rating in Research, an Outstanding rating in Teaching, and a Meeting Expectations rating in Service), the Chair and Executive Committee will decide upon an overall rating through an assessment of annual achievements taken as a whole.

Teaching.

Teaching is central to the mission of the Department of History. History courses serve both majors and non-majors, in specialized and core courses, for undergraduate and graduate students. Different types of courses require different skills, course styles, and approaches. While the Department values student evaluations (CFQs) as a means to assess faculty teaching, we also emphasize other measures of teaching success. Below-average FCQs should not necessarily prevent a faculty member who has demonstrated commitment to teaching from receiving a positive evaluation.

Faculty teaching will be evaluated based upon the following eight categories. The following categories include examples of activities that we consider for evaluating teaching:

1. Quality of teaching materials and incorporation of new material into existing courses to keep up with current issues in the fields covered in the course

2. Participation in individualized instruction
   - Overseeing independent studies
   - Supervising undergraduate honors projects
   - Advising graduate students on comprehensive exams, theses, or projects

3. Demonstration of teaching effectiveness
   - FCQs consistent with a teacher who is effectively conveying knowledge in courses and is teaching rigorous courses. The evaluation should take into account factors which may affect FCQ ratings, such as class size, teaching core or required courses, and heavy workloads
   - Unsolicited or anonymous student letters of effectiveness
   - Demonstration of student learning through review of student work, such as portfolios, where appropriate
   - Peer evaluation of courses, including classroom observation, syllabi review, examination of student portfolios if available, etc.
   - Teaching awards
   - Thoughtful assignments, lesson plans, assessment strategies

4. Demonstration of accessibility, communication, approachability with students
   - Availability during office hours
   - Responsiveness to student questions
   - Supportive, accurate, and useful advising

5. Evidence of rigor of learning experience
   - Course materials
   - Student evaluations
   - Peer evaluations

6. Numbers of students and types of courses taught
   - Core and required courses and non-core and non-required courses
   - Undergraduate and Graduate courses
   - Numbers of majors, non-majors, undergraduates, and graduates at various levels

7. Involvement in the Department's teaching mission
   - Development of new courses as permitted or requested
   - Formulation of standards and methods of assessment
   - Willingness and ability to teach courses relevant to curricular and programmatic needs
   - Participation in department discussions regarding teaching and learning outcomes
   - Assisting colleagues to develop their courses

8. Professional development related to teaching and learning
   - Attendance at or leadership of workshops on pedagogy
   - Presentations on teaching and learning
   - Scholarship of teaching and learning

Criteria for TTF and CTT

Outstanding (5)

A faculty member will be considered to be outstanding if the teaching record goes far beyond what the department requires. Additionally, a faculty member should include the evidence that the faculty member fulfilled components within seven of the categories listed above.

Exceeding Expectations (4)

A faculty member will be considered to be exceeding expectations if the teaching record demonstrates a superior commitment to teaching. Additionally, a faculty member should include the evidence that the faculty member fulfilled components within six of the categories listed above.

Meeting Expectations (3)

A faculty member will be considered to be meeting expectations if the teaching record demonstrates an active commitment to teaching. Adherence to Appendix IV on Syllabi and Course Content is a requirement for any rating of Meeting Expectations or higher. Additionally, a faculty member should include this evidence that the faculty member fulfilled components within five of the categories listed above.

Below Expectations (2)

A faculty member will be considered to be below expectations if the teaching record does not demonstrate the teaching success required to be meeting expectations.

Failing Expectations (1)

A faculty member will be considered to be failing expectations if the teaching record demonstrates neither teaching success required to meet expectations nor an active effort to improve upon teaching weaknesses.

Criteria for Instructors and Senior Instructors

Rostered faculty whose merit evaluations rest primarily on classroom teaching will be evaluated according to the following scale:

Outstanding (5)

A faculty member will be considered to be outstanding if the teaching record goes far beyond what the department requires. Additionally, a faculty member should include the evidence that the faculty member fulfilled components within seven of the categories listed above.

Exceeding Expectations (4)

A faculty member will be considered to be exceeding expectations if the teaching record demonstrates a superior commitment to teaching. Additionally, a faculty member should include the evidence that the faculty member fulfilled components within six of the categories listed above.

Meeting expectations (3)

A faculty member will be considered to be meeting expectations if the teaching record demonstrates an active commitment to teaching. Adherence to Appendix IV on Syllabi and Course Content is a requirement for any rating of Meeting Expectations or higher. Additionally, a faculty member should include the evidence that the faculty member fulfilled components within five of the categories listed above.

Below Expectations (2)

A faculty member will be considered to be below expectations if the teaching record does not demonstrate the teaching success required to be meeting expectations.

Failing Expectations (1)

A faculty member will be considered to be failing expectations if the teaching record demonstrates neither teaching success required to be meeting expectations nor an active effort to improve upon teaching weaknesses.

Research and Creative Work of TTF and CTT

Research activity is central to the mission of the Department of History. Research in history is expected to lead to publication, generally in the form of peer-reviewed journal articles or chapters and scholarly books. In evaluating research, consideration will be given to the quality of the research output, judged in part by the place of publication and the type of work the publication represents. Publications and presentations demonstrate the faculty's ongoing engagement with research. While the number of publications is important, the department emphasizes the quality of work over the quantity. It is the responsibility of individual faculty members to make the case for the quality of the outlets in which they publish and present, taking into account rates of acceptance and distribution, and it is the responsibility of the chair and review committees to verify that quality. Journals and presses are in general expected to be peer-reviewed, while conferences are ranked international, national, regional, and local.

Evaluation of a faculty member's research as Meeting Expectations, Exceeding Expectations, Outstanding, or Below Expectations will take into account the categories below, according to an individual faculty member's title, as indicated below. While the items constitute a typical range of scholarly activities, the list is not exhaustive.

Note: Some research projects receive "credit" at serval points. For examples, a book with a peer-reviewed scholarly press or an article with an excellent peer-reviewed scholarly journal "counts" at the submission, acceptance, revision, and publication points. Other types of scholarship, for example, a non-peer-reviewed book or article, only count at the publication point.

Notes: Publishing in academic history can be unevenly timed. Therefore, Research Category 1 credits can be banked for future years.

Research Category 1.

- Publication of a peer-reviewed book with a university press or with a recognized commercial publisher of academic work
- Publication of full-length peer-reviewed article in an academic journal
- Publication of full-length peer-reviewed book chapter in a university/academic press collection
- Award of a national external grant or fellowship
- Award of a book or article prize
- Acquisition of book contract by a university press
- Curation of a national or state-level museum exhibition

Research Category 2.

- Publication of peer-reviewed edited collection
- Publication of co-authored peer-reviewed book or article
- Production of academically-reviewed documentary film
- Submission of peer-reviewed book with scholarly press
- Acceptance of peer-reviewed book with scholarly press
- Acceptance of peer-reviewed article manuscript or chapter with an excellent academic journal or in a collection under contract with a scholarly press
- Acquisition of contract of a peer-reviewed book with a university press or with a recognized commercial publisher of academic work
- Curation of a regional or local museum exhibition

Research Category 3.

- Presentation of original work at refereed international, national, or recognized prestigious regional conference
- Publication of a non peer-reviewed scholarly book
- Publication of non-peer reviewed academic journal articles or chapters
- Submissions to peer-reviewed journals, revisions and resubmits
- Award of internal or regional research grant or prize
- Invitation to deliver a paper at an academic conference or seminar
- Co-curator for a state or national exhibition

Research Category 4.

- Presentation of original work at local or regional conference
- Presentation of original work at colloquia
- Publication in conference proceedings
- Publication of book review
- Submission of grant that was not funded

For TTF and CTT

Although historians do not typically publish a book or article every year, faculty cannot substitute an occasional journal article for a significant record of publication. Faculty should indicate their progress toward RTP evaluation points in their annual self-evaluations, and annual merit evaluations will take into account the extensive amount of time required to move from research to publication, as long as basic criteria for RTP evaluation points are met.

Outstanding (5)

A TTF member's work will be considered to be outstanding if the research record contains one or more activities in Category 1. A faculty member may also receive an outstanding evaluation with a mix of high quality activities in Categories 2, 3, and 4. For CTT, evidence of outstanding research will usually include at least one item from Category 1 or 2. For both TTF and CTT, publication of a peer-reviewed book with a university or recognized commercial publisher of academic work will result in an Outstanding research rating for three years from date of publication.

Exceeding Expectations (4)

A faculty member's work will be considered to be exceeding expectations if the research record goes beyond the quality and quantity of activities of activities required to meet expectations. For TTF, evidence of exceeding expectations in research typically contains a mix of activities in Categories 2, 3, and 4, at least one of which demonstrates a continuing original research agenda. For CTT, evidence of exceeding expectations will usually include a combination of items from Categories 3 and 4.

Meeting Expectations (3)

A faculty member's work will be considered to be meeting expectations if the research record demonstrates an active engagement in scholarly activity. For tenure-track faculty, basic evidence of meeting expectations in research will usually include some combination of items from Categories 3 and 4, at least one of which demonstrates a continuing original research agenda. For Clinical Teaching Faculty, evidence of meeting expectations will usually include at least one item from Category 3 or 4.

Service

The Department values service by all faculty members. The Department agrees that service expectations should increase with rank in part so that untenured faculty can invest more heavily in research and teaching. All History faculty are expected to attend Department meetings as part of meeting expectations for service. The following list includes examples of activities that will be considered for evaluating service.

Service Category 1

- Department Chair
- Graduate Advisor
- Undergraduate Advisor
- Director of a college or department program
- College or university service award
- Editor of a peer-reviewed research journal
- High-ranking officer of national international professional organization

Service Category 2

- Committee Chair, system university, or college-wide committee
- Chair of a department search committee doing a national search
- Member of college or university RTP committee
- President of regional society or other officer of an international or national professional society
- Chair or Director of national or international professional society committee

Service Category 3

- Committee member of an ongoing system, university or college-wide committee
- Member of executive board of a professional society
- Chair of a department committee
- Participation on an awards committee or Conference Program Committee
- Internal grant review activities
- External grant review activities
- Peer-reviewer for journals or book manuscripts

Service Category 4

- Committee member of ad hoc or one-time system, university or college committee
- Comment on Conference Panel
- Active member of a department committee

Service Category 5

- Session Chair/organizer at professional meetings
- Outreach beyond academia such as community talks and non-scholarly publications as a professional
- Participating in university-related events

Committee membership implies attendance at committee meetings. Membership without attendance and engagement in committee activities does not constitute a service activity. While some service work is accompanied with compensation either in the form of stipends or course releases, the Department understands that the work involved in Category 1 and 2 service usually requires more effort than is recognized by service compensation. On their EFRPSs and in their self-evaluations, faculty must note whether activities they list under service are compensated.

Outstanding (5)

Faculty whose service is outstanding must attend department meetings regularly. For tenured faculty, additional evidence of outstanding service will include an item from Category 1. A tenured faculty member may also receive an Outstanding evaluation with a mix of high-quality activities in Categories 2, 3, 4 and 5. For junior faculty and CTT, evidence of outstanding service will include either an activity in Category 2 and activities in Categories 3, 4, or 5 or a combination of high-quality activities from Categories 3, 4, and 5 (not requiring an item from every one of these categories).

Exceeding Expectations (4)

Faculty who exceed expectations must attend department meetings regularly. For tenured faculty, additional evidence of exceeding expectations will usually include a combination of activities from Categories 4 and 5; for junior faculty and CTT, at least one activity from Category 5 will be evidence of meeting expectations.

Meeting Expectations (3)

Faculty who meet expectations must attend department meetings regularly. For tenured faculty, additional evidence of meeting expectations will usually include a combination of activities from Categories 4 and 5; for junior faculty and CTT, at least one activity from Category 5 will be evidence of meeting expectations.

Below Expectations (2)

Faculty whose service is below expectations do not show an active commitment to service. A tenured faculty member who does not participate in service at level 4 or above will not be considered to be meeting expectations. For junior faculty and CTT, service at level 5 or above is required to meet expectations.

Failing Expectations (1)

Faculty whose service is below expectations do not show an active commitment to service. A tenured faculty member who does not participate in service at level 5 or above will not be considered to be meeting expectations. For junior faculty and CTT, failing to meet any service level activity and consistently failing to attend department meetings without an acceptable excuse.