HISTORY DEPARTMENT

ANNUAL MERIT REVIEW (AMR) CRITERIA

(also criteria for upcoming Annual Plans):

-- produced collaboratively by Professors and Instructors of the Department of History

-- submitted by Professor Robert Sackett, Interim Chair of History

The intention behind this document is to accord with CU System Policy APS 5008, which foresees an evaluation 'based upon performance developed by each academic unit.' (APS 5008)

The ratings scale ascends from Failure to Meet Expectations (1) to Below Expectations (2) to Meets Expectations (3) to Exceeds Expectations (4) to Outstanding (5). The entire evaluation will take into account 'limitations,' including specifically COVID, affecting the three areas to be evaluated—Teaching, Research, Service—in a given year. (KSLV Developing Annual Review Criteria 35, p. 1)

The rationale for the evaluation of faculty is to encourage accomplishment.

As for the method of evaluation, the following serves as a general rule: 'Chairs should be systematic about how each faculty member's work is documented and evaluated, either quantitatively or qualitatively.' (KSLV, p. 4) Here, the entire evaluation will be conducted in qualitative terms, while recognizing that, in a given year, limitations may affect the quantity of particular activities in the three areas.

These AMR Criteria recognize the values of Diversity, Equity, and Inclusion, values that are integral to the vision of the College of Letters Arts, and Sciences; inclusiveness has been defined by the College as 'the commitment to create an environment that supports, represents and embraces members of diverse social groups.' (KSLV, pp. 9-10)

Ours is also a department that values 'collegiality,' meaning 'mutual support of professional colleagues.' (KSLV, p. 8) In addition, we value and professionalism, civility and respect from all department members.

Further, it is recognized that every faculty member constructs their own individual career in regard to teaching, research and service, that expectations with regard to merit, excellence and outstanding work must vary accordingly.

The faculty member can challenge the rating with the Chair, or, if that does not lead to satisfaction, with a committee of three tenured departmental colleagues. If that does not lead to satisfaction, the next step would be to contact the Dean.

SECTION I: INSTRUCTORS

We recognize that instructors build their careers differently, that in Teaching, as in Service, they set their own emphases, and, for that reason, the items below that inform the evaluation of one instructor may differ from the items that inform the evaluation of another.

Teaching:

- Public recognition of excellence in teaching (awards, etc.)
- Development of an innovative or high-impact teaching practice
- Courses to development of students' research experience
- Courses contributing to goals of Diversity, Equity and/or Inclusion
- Development of a new departmental or interdisciplinary program
- Participation in interdisciplinary work that incorporates students
- Integration of students into research opportunities
- Strong involvement in student writing
- Significant mentorship of students
- Teaching additional (overload) courses to meet curricular demands
- Peer or supervisor class observation report
- Creation of new course or extensive revision of an existing course
- Supervision of independent study, teaching assistantship, honors thesis or internship
- Demonstration of successful teaching online, esp student engagement via technology
- Student Evaluations (FCQs, bearing in mind factors that could raise or lower results)
- Letters of recommendation or support for students
- Development of other evaluative measures
- Guest lecturing

Service:

- Active performance of exceptional duties within the department
- Active participation in student mentoring that extends beyond the academy into personal and professional development.
- Guest public lecturing
- Active contributions to shared campus or departmental governance
- Review of manuscripts
- Active participation in faculty mentoring
- Providing support for students, faculty, or staff that come from marginalized and underrepresented communities within higher education
- Advocating for students to have improved access to university resources

- Active participation on committees or other service opportunities beyond the department, whether at the College, University, or System level, within the discipline, or as an academic within the community
- Letters of recommendation or support for students
- Letters of recommendation or support for Colleagues

SECTION II: PROFESSORS

We recognize that professors build their careers differently, that in Teaching, as in Research and Service, they set their own emphases, and, for that reason, the items below that inform the evaluation of one instructor may differ from the items that inform the evaluation of another. In this, there is no bias in favor of senior, as opposed to junior, faculty. The items below do not favor the one over the other. For example, 'Leadership in program where students display their research' is an activity in which either can be active. In all three categories, we value the development of annual goals that are set individually for each faculty member in conversation with the Chair of the Department.

Teaching:

- Public recognition of excellence in teaching (awards, etc.)
- Development of a new departmental or interdisciplinary program or strong participation in one
- Team-teaching, departmental or interdisciplinary
- Leadership in program where students display their research
- Courses contributing to attainment of goals of Diversity, Equity and Inclusion
- Development of new evaluative measurements
- Incorporation of high-impact teaching practices, including use of technology, visual materials
- Creation of new course or extensive revision of existing course
- Teaching of new technological methods of historical research
- Strong engagement with beginning undergraduate students
- Strong engagement with student writing
- Supervision of independent study, senior theses, graduate research papers, other directed research, or internship; the more, the higher the accomplishment
- Participation in professional development on teaching
- Accomplishments in pedagogy of teaching and learning
- Participation in interdisciplinary work that incorporates students
- Integration of students into research opportunities
- Mentorship of students, e.g., teaching assistants, writing fellows
- Teaching additional (overload) courses to meet curricular demands

- Strong students evaluations (FCQs, keeping in mind factors that may raise of lower results for a specific class); special attention not only to scores, but to student comments
- Guest lecturing in other classes
- Independent Studies conducted for students who need them, and work with students toward Graduate Oral Exam Preparation

Research/Scholarship:

<u>Major Factors</u>

Successful publication of a peer-reviewed solely-authored or co-authored book; works in this category, as per UCCS standard and practice, may be counted two years (the year of publication and one year afterward); if there is collaboration, evidence of the professor's own role is expected

- Successful publication of a peer-reviewed article or book chapter, or successful publication of a peer-reviewed <u>edited volume</u> (to be counted one year only, unlike a solely-authored or co-authored work); including, for all forms of publication, co-authorship with student
- Submission of a major grant or contract proposals (especially as PI or Co-PI), such as to the NEH, Carnegie, ACLS, or any other major regional or national granting agency, not including internal UCCS research grants, which fall under "contributing factors"
- Funding of a major grant proposal
- Presentation of a public history exhibit
- Documented progress on a manuscript, with a full report on the progress made and when completion is to be expected on this manuscript
- Presentation at a major regional or national scholarly conference
- Presentations at public venues
- Development of an exhibit
- 3 (three) or more of the items listed under "contributing factors" below
- 2 (two) or more of the items listed as 'decisive factors' below
- Textbook publication

<u>Decisive Factors:</u>

- Edited Journal Special Issues
- Peer Judged and/or Edited Digital Projects and Research, e.g. Programs, Methods and Theory, Artifacts, Archives and Collections, Web-Based "Living" Texts, and so on

- Edited Research Works
- Textbooks
- Grant Applications Awarded
- Fellowship Applications Awarded
- Book Reviews in Recognized Academic Journals
- Submission of research product (article, abstract, poster, e.g.) for peer review
- Research on Teaching
- Peer-Reviewed publications in Conference Proceedings

Contributing Factors:

- Papers Submitted for Presentation at Professional Conferences and/or Workshops
- Papers Accepted for Presentation at Professional Conferences and/or Workshops
- Papers Presented at Professional Conferences and/or Workshops
- Public Presentations of Research
- Proposing and Organizing a Conference Panel
- Chairing a Conference Panel by invitation
- Chairing a Conference Panel
- Non-Reviewed Digital Projects and Research, e.g. Programs, Artifacts, Archives,
- Web-Based "Living" Texts, and so on
- Grant Application Submissions (awarded or not)
- Exhibitions, Trans-Media, and/or Curatorial Work Related to Research (indicate stature of affiliated or sponsoring organization, or other measure of quality and peer review)
- Creative Work (indicate quality of publication venue/ peer judged/refereed/edited or other measure)
- New Media Productions, such as films, documentaries, websites, etc. (indicate quality of publication venue/ peer-judged/refereed/edited, affiliated or sponsoring organization, or other measure)
- Performances (indicate quality of venue/ peer judged/refereed or other measure)
- Readings (indicate quality of venue/ peer judged/refereed or other measure)
- Sponsored or Unsponsored Research (indicate research contribution to field)
- Participation in Professional Development Workshops
- Participation in Career Development Activity related to research (Workshops, Conference, Summer Schools, etc. Indicate stature of the affiliated or sponsoring organization, or other measure of quality and peer review.)
- Long-Term Research Projects (provide report on project and its current status and future plans)
- Expert and Technical Consultation on Research Projects
- Risk and/or Difficulty Factors Involved in the Research Venture
- Documented Contribution to Diversity, Equity, and Inclusion

- Exhibits in Scholarly Venues (indicate stature of the affiliated or sponsoring organization, or other measure of quality and peer review)
- Inclusion of Undergraduates in Research (such as through a LAS undergraduate research program)
- Nonrefereed Publications (indicate stature of the affiliated or sponsoring organization, or other measure of quality)
- Recognition by other Scholars of Research and Publications (provide evidence)
- Consulting, if unpaid

Service:

- Departmental leadership positions
- Committee leadership or membership—departmental, campus, university-wide
- Service to profession and discipline (local, state, national, international)
- Providing support for students, faculty, or staff that come from marginalized and underrepresented communities within higher education
- Advocating for students to have improved access to university resources
- Consultation and public service
- Letters of recommendation or other forms of support for colleagues
- Nomination of students, colleagues or staff for fellowships, awards, etc.
- Non-reviewed Digital Public Humanities Projects
- Non-reviewed Digital Humanities Projects for Professional Organizations
- Mentoring Students at any Level
- Reviewing Research or Grant Proposals
- Reviewing Book or Article Manuscripts or Conference Paper Proposals
- Attendance at Commencement
- Participation at Professional Conferences, Specifically Organizational Activities (Organizational Responsibilities, Local Planning Committees, Site Visit Details, Activities Involved in Local, Regional and National Meetings, etc.)
- Membership In and/or Leadership in Professional Associations
- Service Contribution to Education beyond the University of Colorado
- Roles in Faculty Governance
- Contributions to Diversity, Equity and Inclusion on Campus or in the Community
- Letters of recommendation or support for students
- Letters of recommendation or support for colleagues
- Managerial and/or Curatorial Work as Service
- Role Modeling and Mentoring of Research on Any Educational Level

APPENDIX: REAPPOINTMENT, PROMOTION AND TENURE (RPT) CRITERIA

TEACHING

1. Student Evaluation of Teaching

2. Teaching Awards and Other Outstanding Accomplishments in Instruction

3. Peer Evaluation of Teaching

4. Alumni Evaluation

5. Quality of Doctoral Dissertation and Master's Thesis Supervision and Graduate Committee Contributions

6. Advising and Mentoring of Students

7. Educating Teachers About Pedagogy at Any Educational Level Within or Beyond UCCS

8. Creativity and Innovation in Teaching

9. Participation in Teaching-Related Subject Activities

10. Effectiveness of Students in Succeeding Courses and/or in the Pursuit of Graduate Education and/or in Careers

11. Student Supervision in Professional Experience Activities, Internships, Research, Scholarships, and/or Independent Studies

12. Evaluation of Students in History MA, BA, Minor, and Certificate Degree Requirements

13. Preparation of Course Material

14. Student Development/Encouragement (Centers of Excellence, Library Knowledge, Learning Disability Recognition, Encouragement of Students, among other forms)

15. Course Organization

16. New Course Development, including Development of Courses in Different Modes, such as Online, Hybrid, Digital, Virtual, and/or Other Future Formats

17. Participating in Teaching Improvement Activity (Workshops, Trainings, Conferences)

18. Teaching Contribution at Any Institution in Addition to the University of Colorado Colorado Springs

19. Risk and/or Difficulty Factors Involved in the Teaching Venture

20. Contributions of Teaching to Equity, Diversity, and Inclusion

21. Pedagogical Community Outreach, e.g. Workshops and Activities Conducted for Teachers at Any Level Outside of UCCS

22. Creation of Teaching Related Documents

23. Letters of Recommendation Written for Students

24. Letters from Former Students

25. Observing, Writing Letters of Support, and/or Mentoring of Teachers at any level Within or Beyond UCCS

26. Development of New Academic Programs within and Beyond the Department (including interdisciplinary programs or degrees)

27. Scholarly Research and Presentation or Publication on Teaching and Learning or other 10 Instructional Materials

28. Community Outreach, Teaching, and Activism on Issues related to Historical Understandings, Historical Skills, and Historical Analysis

29. Community Outreach, Teaching, and Activism on Issues related to Human, Social, Environmental, and Animal Justice as well as other forms of Oppression

30. Pedagogical Development Grants

31. Evidence Demonstrating Use of Publications for Instruction Outside our Institution

B. SCHOLARLY/CREATIVE WORK Decisive Factors:

1. Peer Judged Articles and Book Chapters

2. Peer Judged/ Refereed Single-authored Books

3. Peer Judged/ Refereed Co-Authored Books

4. Edited Volumes from Refereed Presses

5. Edited Journal Special Issues

6. Peer Judged and/or Edited Digital Projects and Research, e.g. Programs, Methods and Theory, Artifacts, Archives and Collections, Web-Based "Living" Texts, and so on

7. Edited Research Works

8. Textbooks

9. Grant Applications Awarded

10. Fellowship Applications Awarded Contributing Factors:

11. Papers Submitted for Presentation at Professional Conferences and/or Workshops

12. Papers Accepted for Presentation at Professional Conferences and/or Workshops

13. Papers Presented at Professional Conferences and/or Workshops

14. Public Presentations of Research

15. Proposing and Organizing a Conference Panel

16. Chairing a Conference Panel by invitation

17. Chairing a Conference Panel

18. Non-Reviewed Digital Projects and Research, e.g. Programs, Artifacts, Archives, Web-Based "Living" Texts, and so on

19. Grant Application Submissions (awarded or not)

20. Exhibitions, Trans-Media, and/or Curatorial Work Related to Research (indicate stature of affiliated or sponsoring organization, or other measure of quality and peer review)

21. Creative Work (indicate quality of publication venue/ peer judged/refereed/edited or other measure)

22. New Media Productions, such as films, documentaries, websites, etc. (indicate quality of publication venue/ peer-judged/refereed/edited, affiliated or sponsoring organization, or other measure)

23. Performances (indicate quality of venue/ peer judged/refereed or other measure)

24. Readings (indicate quality of venue/ peer judged/refereed or other measure)

25. Unsponsored Research (indicate research contribution to field)

26. Professional Reputation (Both Inside and Outside University) 11

27. Evidence of Capacity for Future Achievements

28. Participation in Development Workshops

29. Participation in Career Development Activity (Workshops, Conference, Summer Schools, etc. Indicate stature of the affiliated or sponsoring organization, or other measure of quality and peer review.)

30. Long-Term Research Projects

31. Expert and Technical Consultation on Research Projects

32. Role Modeling and Mentoring of Research on Any Educational Level

33. Risk and/or Difficulty Factors Involved in the Research Venture

34. Peer Reviewed publications in Conference Proceedings

35. Reviewing Books in Scholarly Journals

36. Contributions to Diversity

37. Exhibits in Scholarly Venues (indicate stature of the affiliated or sponsoring organization, or other measure of quality and peer review)

38. Inclusion of Undergraduates in Research

39. Non-Refereed Publications (indicate stature of the affiliated or sponsoring organization, or other measure of quality)

40. Recognition by other Scholars of Research and Publications

C. LEADERSHIP AND SERVICE

1. University Committees

2. Administrative Service

3. Service to the Profession and Discipline (Local, State, National, International Level)

4. Consultation and Public Service

5. Letters of Recommendation or Support for Colleagues

6. Nominating Students or Colleagues for Fellowships, Awards, etc.

7. Non-Reviewed Digital Public Humanities Projects

8. Non-Reviewed Digital Humanities Projects Prepared for Professional Organizations

9. Digital Humanities Projects Prepared for the Public/Community

10. Mentoring on Any Educational Level

11. Reviewing Research Proposals

12. Reviewing Grant Proposals

13. Refereeing Book Manuscripts, Article Manuscripts, and/or Conference Paper Proposals

14. Attending Commencement Ceremonies

15. Participation at Professional Conferences, Specifically Organizational Activities
    (Organizational Activities, Local Planning Committees, Site Visit Details, Activities
    Involved in Local, Regional and National Meetings, etc.)

16. Membership In and/or Office-holding in Professional Associations

17. Service Contribution to Education at Any Level and at Any Institution in Addition to the
    University of Colorado

18. Contributions in Faculty Governance

19. Contributions of Service to Diversity

20. Managerial and/or Curatorial Work as Service