DEPARTMENT OF HISTORY  
Personnel Committee  

Department Standards for Evaluating  
Retention, Tenure and Promotion  
2011-2012  

1. Summary  

The Department of History Personnel Committee will follow the timetable and procedures outlined in the Faculty Personnel Policies and Procedures (FPPP) in preparing its reports on retention, tenure, and promotion (RTP). Each written assessment will begin with a summary of appointment status and time-in-rank. This section will describe any special circumstances that exist related to the application under consideration.  

a. Joint Appointments: In cases of interdisciplinary hires, a Memorandum of Understanding (MOU) between the two departments/units will be established defining the criteria for RTP assessment unique to such exceptional positions at the time of the hire. A copy of the MOU will be placed in the candidate’s Personal Action File. During the candidate’s first evaluation cycle, the Department of History Personnel Committee, the candidate, and the other department/unit will address and resolve in a written memorandum any disagreements or inconsistencies related to the criteria for RTP assessment for each joint appointment.  

b. Outsider Reviewers: The Department of History RTP Committee acknowledges that external review could have value in individual assessments, but with three qualifications: 1) utilization of an outside reviewer should be an acceptable option to the Personnel Committee; 2) use of an outside reviewer will require the prior agreement of the person under review; and, 3) outside reviewers should be chosen from within the CSU system exclusively. In the event of utilizing outside reviewers, the History Department will be in compliance with the Collective Bargaining Agreement (CBA) and FPPP.  

2. Instruction  

Good teaching is the minimum and indispensable requirement for retention, tenure, and promotion in the Department of History. Candidates normally will be evaluated for both upper-division and lower-division teaching. The primary criteria for assessment of teaching in non-prioritized order include the following:  

a. knowledge of the field (scholarship);  
b. classroom visitation reports;  
c. portfolio, including statement of teaching philosophy, syllabi, assigned readings, papers, and examinations as well as graded examples of papers and tests. In the case of online courses taught asynchronously, the portfolio should transcripts of his/her interactions with students. If recorded “lectures” are
available to students as part of an online course, the portfolio should include a sample of these recordings;
d. contributions to the graduate program (for example, teaching in graduate education, service on graduate student committees, oversight of graduate independent study courses, and participation on thesis committees or oral examinations);
e. peer evaluations;
f. student achievements;
g. contributions to elements of the Strategic Plan, such as involvement with K-12 education, involvement with General Education, and enhancement of instructional technology (i.e., appropriate credit will be afforded faculty who use academic technologies to create or enhance high-quality learning environments in a demonstrable manner);
h. student outcome assessments; and
i. student evaluations.

The first eight categories, "a" through "h," will constitute at least 75% of the assessment. Student evaluations of teaching (SETs) shall be used, but will not weigh excessively in the overall evaluation of instructional effectiveness.

3. Professional Growth and Achievement

Evidence of a candidate's first-hand knowledge of his or her field as required in the current FPPP is judged by publication of books, peer-reviewed articles, translations, and book reviews, as well as papers read at professional meetings and participation as conference panel chair and/or commentator.

Grants, awards, honors, and fellowships also will be considered as professional growth and achievement, although grants alternatively may be counted as Other Contributions to the University. Unpublished evidence of scholarship may be considered and evaluated as indicative of the candidate's potential for growth. Additional evidence includes professional organization memberships, text and journal referee assignments, and consultancies.

Normally three articles published in refereed journals will be considered the minimum requirement for tenure and promotion to the rank of associate professor. A monograph or book, written by the probationary faculty member and published by a university press or the equivalent, exceeds that standard. Normally promotion to full professor will require at least one book or monograph written by the associate faculty member and published by a university press or the equivalent. Exceptions to these standards can be granted on a case by case basis.

The Committee will not recommend retention or tenure for a candidate who has not completed the doctorate within a semester of his or her initial appointment in the Department of History.

4. Other Contributions to the University and Community (often referred to as “Service”)

The prime criterion for judgment is participation in the business of the Department. The business
of the Department of History includes, but is not limited to, attending faculty meetings, serving on faculty committees, participating in hiring procedures, academic advising, and mentoring student organizations. Other considerations, in descending order of importance, include the following: a) college and university assignments; b) assigned time, reimbursed time, and joint or administrative appointments; and, c) professional contributions to community, regional, or national organizations.

5. Contribution to Strategic Plans and Goals of the Department of History, College of Humanities and Fine Arts, and University

While the above sections will address much of a candidate’s performance relative to strategic plans and goals, the candidate should make sure that any additional evidence regarding performance toward these goals is included in the Dossier.

6. Dossier

Each faculty member undergoing the RTP process will update his or her Dossier on an annual basis. The Dossier is an attachment to the Working Personal Action File (WPAF) housed in the College of Humanities and Fine Arts (CHFA) and should be submitted to the CHFA office by the deadlines established for each RTP cycle. The Dossier shall contain the following material:

a. a copy of the departmental standards;
b. a current curriculum vita;
c. a narrative providing a context for the reviewers to understand and evaluate the candidate's activities and achievements noted in the dossier. At a minimum, the narrative should include a reflective statement on the candidate’s teaching effectiveness and professional development; and
d. support materials for each of the four sections under evaluation (Instruction; Professional Growth and Achievement; Other Contributions to the University and Community; and Contribution to Strategic Plans and Goals). Support materials should be arranged in accordance with the criteria of the FPPP and CHFA’s Handbook for the College Personnel File and Personnel Process.

Additional supporting materials should be submitted to the Department of History office and should be organized similarly to the Dossier with a table of contents. This table of contents of additional supporting materials should also appear in the support materials section of the Dossier.