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**Department of History**

**Faculty Evaluation Standards**

**(Effective August 1, 2017)**

The following are guidelines with which to measure service, teaching, and research expectations in the Department of History. All faculty members in the Department of History are entitled to an evaluation in which annual contributions are assessed and all faculty, as outlined in The University of Southern Mississippi’s *Faculty Handbook*, have a right to appeal their evaluation. In considering a faculty member’s contribution to the department, professionalism and collegiality (as discussed in the department’s tenure and promotion guidelines) may enhance or mitigate contributions.

**NOTE:** These faculty evaluation standards were approve by the Department of History in May 2015 (tenure stream) and February 2017 (teaching professor and instructor ranks).  They were approved by the CoAL Dean and the Provost in 2017. They must be renewed by department vote in three years (in 2020) and, after that, every six years.

**Part I: HISTORY DEPARTMENT FACULTY EVALUATION STANDARDS for Tenure-track and tenured faculty (Assistant/associate/full professor)**

**SERVICE**

The History Department’s standard is that each member of the department perform service in a professional manner and contribute regularly to the academic life of the university, college, department, profession and community.

**Five (Exceptional)**

A five is awarded for outstanding, timely, and professional department service (as defined in category three below) *and* significant additional work for the department, college, university, or broader profession. One or more of the following (or a significant number of smaller service contributions as listed under the expectations for a four) in addition to regular department service may be sufficient to earn a five:

* chairing an active, major university or college committee
* actively serving as a program coordinator
* serving as coordinator for NCATE or other accreditation process
* administering a large or especially onerous grant
* organizing a national or regional conference
* editing an academic or scholarly journal
* coordinating a major recruitment or retention initiative
* directing a center
* providing significant national service related to the mission of the university or the historical profession

**Four (Commendable)**

Regular department service (as defined in category three below) plus some extra activities, including those listed, may be sufficient to earn a four:

* serving on a university or college committee that meets regularly and requires extensive work (e.g., College Council, AAUP, PEC)
* chairing a department committee that requires significant work
* serving on a search committee, with extra consideration given to chairs
* organizing center activities that require significant work
* providing peer reviews of manuscripts for presses and journals
* promoting the reputation of the department by guest lecturing outside the department or university, regular engagement with the public (either online, such as blogging, in print, such as writing editorials related to the profession, or in person, through community talks)
* organizing a special class-related event (such as seminars for student teachers or class-related film series)
* organizing a speaker series
* performing community service such as presentations to schools and interest groups, organizing a service learning class, mentoring high school students, or consulting on historical projects

**Three (Good)**

Capable performance of assigned department service and at least one extra activity may be sufficient to earn a 3. Faculty in the first two years after their hire may not have the opportunity to serve beyond assigned department duties, which should not hinder their ability to achieve the “good” standard. Regular department service includes:

* advising students
* participating in recruitment and retention efforts
* participating in the department’s hiring activities
* serving on an ad-hoc department and university committee
* advising student clubs

**Two (Below Expectations)**

Negligence in performing assigned service.

**One (Negligent)**

Refusal to perform assigned department service or gross negligence in performing assigned service.

**TEACHING**

The History Department’s standard is that all faculty members should be effective teachers who work with graduate students as well as undergraduates and meet all of the contractual obligations associated with teaching including fostering an environment of respect for the dignity and worth of all members of the university community. All faculty must meet with their classes, submit textbook orders and grades (non-attending, interim, and final grades) on time, return graded material to students in a timely manner, keep regular office hours, and enforce university rules designed to protect the integrity of the educational process (such as those on plagiarism and keeping attendance for the purpose of non-attending grades). Tools used to assess teaching performance may include quantified student evaluations (considered in relation to historic department norms), written student comments on courses, exit interviews, teaching portfolios, or peer evaluations. Although research-active faculty (tenure-track and tenured) are not required to teach more than the equivalent of three classes a semester, additional teaching such as study abroad, summer courses, or paid overloads will be considered when evaluating a faculty member’s teaching effectiveness and contributions.

**Five (Exceptional)**

A five requires very strong teaching performance plus *significant* involvement in supplemental teaching activities, including but not limited to:

* directing/serving on a significant number of graduate committees requiring active engagement with students (consideration will be given to the number of committees, the work involved, and students’ success in meeting benchmarks)
* teaching unpaid overloads
* directing undergraduate theses

**Four (Commendable)**

A four requires above average teaching evaluations (although weaker evaluations may be offset by heavy involvement in supplemental teaching activities) or other evidence of teaching effectiveness and additional supplemental activities (although exceptional evaluations may offset the lack of supplemental activities). Supplemental activities might include:

* serving on a considerable number of graduate committees
* developing a new course
* revising an existing course in considerable and measurable ways
* directing undergraduate theses
* teaching independent studies (when necessity demands)
* enhancing the classroom experience with field trips or other supplementary activities
* contributing significantly to the teaching mission of the University through organizing workshops, conducting teaching-related research, and similar activities

**Three (Good)**

Average evaluations (based on historic department norms) or other evidence of teaching effectiveness and some involvement in activities outside of regularly scheduled courses may be sufficient for a three. Faculty have met expectations by participating in the following activities:

* contributing to the graduate education mission of the department
* teaching a regular complement of service courses
* meeting regularly with their classes and fulfilling contractual obligations including keeping office hours
* enforcing university and department rules that uphold the academic integrity of the education process

**Two (Below Expectations)**

A two will be assigned for below average evaluations (based on historic department norms) or other evidence of teaching effectiveness and few, if any, supplemental teaching activities.

**One (Negligent)**

Negligence in teaching responsibilities will result in a one. Negligence may include teaching evaluations far below historic department norms or other evidence of poor student engagement as well as evidence that the faculty member has failed to create a professional learning environment.

**RESEARCH**

The History Department’s standard is that all faculty members be actively engaged in a research program, which will culminate in publishable work. The department considers factors such as peer review, editorial review, and other post-publication reviews as well as the quality of the publisher/journal and the scholarly contribution of the research in assigning credit for publications, but within these parameters, does not discriminate between print or electronic publications. When possible, faculty should provide metrics for evaluating the acceptance rate, review process, and/or readership of published works.

**Five (Exceptional)**

Publication of a refereed monograph or co-authored monograph. Two or more of the following may also be considered for a five:

* refereed article in a reputable journal
* book translation
* edited book or equivalent, including major digital humanities project (in the case of on-going digital projects, the work will only be considered once)
* chapter in edited book
* non-refereed book that nonetheless contributes to historical, scholarly discourse
* national research grant (some grants are so prestigious that winning one should be considered adequate on its own for a “5”)
* recognition of demonstrated scholarly effectiveness/reputation (e.g., major awards or invited presentations, such as major conference keynote addresses or established lecture series)

Lesser works of scholarship may also be considered for partial credit, such as:

* encyclopedia articles
* book reviews
* conference papers
* recognition of scholarly effectiveness/reputation (e.g. minor awards or invited presentations from academic institutions)

**Four (Commendable)**

Less than two (or the equivalent) works from the preceding list. Lesser works of scholarship (those listed and their equivalents) warrant partial credit.

**Three (Good)**

Demonstrable evidence of continued progress toward one of the larger items on the list (a refereed book, refereed article, book translation, edited book, or chapter of an edited book) and regular participation (through conferences or online equivalents) in the academic life of the profession may be sufficient for a three. When financially and physically possible, all members of the department should present a paper, formal comment, or poster, or participate in a roundtable, at a professional conference in their field of specialty at least once a year.

**Two (Below Expectations)**

A research plan has been articulated, but adequate progress is not being made.

**One (Negligent)**

No demonstrable research plan has been undertaken and there has been minimal engagement in the academic life of the profession.

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**Part II: HISTORY DEPARTMENT TEACHING FACULTY EVALUATION STANDARDS for**

**Assistant/Associate/Full Teaching Professor and Instructor/Lecturer/Sr. Lecturer Ranks**

The following guidelines are used to measure service, teaching, and scholarship/professional development for teaching professor and instructor/lecturer track faculty in the Department of History at The University of Southern Mississippi. All faculty members in the Department of History are entitled to an evaluation in which annual contributions are assessed and all faculty, as outlined in The University of Southern Mississippi’s *Faculty Handbook*, have a right to appeal their evaluation. In considering a faculty member’s contribution to the department, professionalism and collegiality (as discussed in the department’s tenure and promotion guidelines) may enhance or mitigate contributions.

**SERVICE (30%)**

The History Department’s standard is that each member of the department perform service in a professional manner and contribute regularly to the academic life of the university, profession, and community.

**Five (Exceptional)**

A five is awarded for outstanding, timely, and professional department service (as defined in category three below) *and* significant additional work for the department, college, university, or broader profession. One or more of the following (or a significant number of smaller service contributions as listed under the expectations for a four) in addition to regular department service may be sufficient to earn a five:

* chairing an active, major university or college committee
* actively serving as a program coordinator
* serving as coordinator for CAEP/NCSS or other accreditation process
* administering a large or especially onerous grant
* organizing a national or regional conference
* editing an academic or scholarly journal
* coordinating a major recruitment or retention initiative
* directing a center
* providing significant national service related to the mission of the university or the historical profession

**Four (Commendable)**

Regular department service (as defined in category three below) plus some extra activities, including those listed, may be sufficient to earn a four:

* serving on a university or college committee that meets regularly and requires extensive work (e.g., College Council, AAUP, PEC)
* serving on a national or regional, professional or academic editorial board
* chairing a department committee that requires significant work
* serving on a search committee, with extra consideration given to search committee chairs
* organizing center activities that require significant work
* providing peer reviews of manuscripts for presses and journals
* extensive mentoring and advising of undergraduate students, especially licensure students, beyond what is required for course registration
* promoting the reputation of the department by guest lecturing outside the department or university, regular engagement with the public (either online, such as blogging, in print, such as writing editorials related to the profession, or in person, through community talks)
* organizing a special class-related event (such as seminars for student teachers or class-related film series)
* organizing a speaker series
* performing community service such as presentations to schools and interest groups, organizing a service learning class, mentoring high school students, or consulting on historical projects

**Three (Good)**

Capable performance of assigned department service and at least one extra activity may be sufficient to earn a 3. Faculty in the first two years after their hire may not have the opportunity to serve beyond assigned department duties, which should not hinder their ability to achieve the “good” standard. Regular department service includes:

* advising students
* participating in recruitment and retention efforts
* participating in the department’s hiring activities
* serving on an ad-hoc department and/or university committee
* advising student clubs

**Two (Below Expectations)**

Negligence in performing assigned service.

**One (Negligent)**

Refusal to perform assigned department service or gross negligence in performing assigned service.

**TEACHING (60%)**

The History Department’s standard is that all faculty members should be effective teachers and meet all contractual obligations associated with teaching, including fostering an environment of respect for the dignity and worth of all members of the university community. Faculty must meet with their classes, submit textbook orders and grades (non-attending, interim, and final grades) on time, return graded material to students in a timely manner, keep regular office hours, and enforce university rules designed to protect the integrity of the educational process (such as those on plagiarism and keeping attendance for the purpose of non-attending grades). Tools used to assess teaching performance may include quantified student evaluations (considered in relation to historic department norms), written student comments on courses, exit interviews, and teaching portfolios. Teaching professors and instructors/lecturers of all ranks will also be observed and evaluated by two members of the personnel committee at least once a year. Although not required, additional teaching experiences such as study abroad, summer courses, or paid overloads will be considered when evaluating a faculty member’s teaching effectiveness and contributions.

**Five (Exceptional)**

A five requires very strong teaching performance, evidenced by both teaching evaluations and class observation, plus *significant* involvement in supplemental teaching activities, including but not limited to:

* teaching unpaid overloads
* directing undergraduate theses or serving on graduate student committees
* teaching independent studies (when necessity demands)
* developing new courses or revising existing courses in considerable and measurable ways
* contributing significantly to the teaching mission of the University conducting teaching-related research to improve education at Southern Miss and similar activities

**Four (Commendable)**

A four requires above average teaching performance, evidenced by both teaching evaluations and class observation. It also requires additional supplemental activities (although exceptional evaluations may offset the lack of supplemental activities). Supplemental activities might include:

* engaging students with innovative and effective assignments that involve significant additional work for the instructor
* enhancing the classroom experience with field trips or other supplementary activities
* contributing to the teaching mission of the department by working with graduate teaching assistants to improve their pedagogical skills through classes, workshops, overseeing projects (such as the History Lab), or supervisory work beyond what is expected in a class with grading assistants
* assuming primary administrative or technological responsibilities for team-taught courses (most probably, online classes)
* guest lecturing in a significant number of courses where someone else is the instructor of record

**Three (Good)**

A three requires average teaching evaluations (based on historic department norms), acceptable performance during class observation. Other evidence of teaching effectiveness may also be considered and, when supplemented by some involvement in activities outside of regularly scheduled courses, may be sufficient for a three. Faculty have met the department’s minimal expectations for a three by effectively engaging in the following activities:

* teaching a regular complement of service courses
* meeting regularly with classes and fulfilling contractual obligations including keeping office hours
* enforcing university and department rules that uphold the academic integrity of the education process

**Two (Below Expectations)**

A two is assigned for below average evaluations (based on historic department norms) or other evidence of teaching ineffectiveness and few, if any, supplemental teaching activities. A two will not be assigned solely based on a single classroom observation.

**One (Negligent)**

Negligence in teaching responsibilities will result in a one. Negligence may include teaching evaluations far below historic department norms or other evidence of poor student engagement as well as evidence that the faculty member has failed to create a professional learning environment. A one will not be assigned solely based on a single classroom observation.

**SCHOLARSHIP/PROFESSIONAL DEVELOPMENT (10%)**

The History Department’s standard holds that all faculty must remain current in their understanding of the material that they teach and innovative in their pedagogy.

**Five (Exceptional)**

A five is awarded for scholarly contributions and/or professional development well beyond what is minimally required to teach courses at The University of Southern Mississippi. Evidence of exceptional scholarship or professional development may include:

* completion of a significant publication that addresses historical or pedagogical issues, including a refereed book or article, an edited collection, or a non-refereed work, such as an article in a reputable, editor-reviewed journal, a book translation, major digital humanities project, or chapter in an edited book
* awarding of a national research grant
* organizing of a national or regional teaching workshop
* winning recognition of demonstrated scholarly or pedagogical effectiveness/reputation (e.g., major awards or invited presentations, such as a major conference keynote address or a presentation to a widely recognized and established lecture series)

**Four (Commendable)**

A four is awarded for scholarly contributions and/or professional development that significantly enhances the individual’s ability to teach courses at The University of Southern Mississippi.

* encyclopedia articles and book reviews that address historical or pedagogical issues
* conference papers
* significant contributions to pedagogical newsletters, blogs, and other resources designed to share and disseminate best teaching practices
* active and significant participation in regional or national seminars, conferences, and workshops
* active participation in semester-long teaching workshops (teaching, writing, etc.)

**Three (Good)**

All faculty in the Department of History must demonstrate continued mastery of both historical content and pedagogical practices. Demonstrable evidence of continued engagement in historical scholarship and/or professional development may consist of attendance at scholarly/professional events on campus or participation (in person or online) in pedagogical training and seminars. When financially and physically possible, all members of the department should participate in at least two scholarly/professional activities each semester.

**Two (Below Expectations)**

Failure to cultivate scholarly and pedagogical knowledge required to be an effective teacher.

**One (Negligent)**

Failure to maintain minimal scholarly and pedagogical proficiency required to be an effective teacher.