

## History Department Faculty Expectations

The Department Chair and faculty member will agree on the ranges for the three component parts of the faculty member's efforts, provided they add to 100% and fall within the limitations from the following chart. **Tenure-track faculty should meet with the chair both at the beginning and the end of the year to assure mutual understanding in the event of a change in weighting.**

Component	Minimum Percent	Maximum Percent
Teaching	40	70
Professional Activity & Scholarship	20	40
Service	10	40

It is not necessary or expected that a faculty member be exceptional in every category below in order to be meritorious. Good means that a faculty member is doing quality work that is competent and professional. Furthermore, the department recognizes that some academic work, most notably scholarship, is a long-term commitment that transcends the academic year. The department wants to encourage faculty to pursue long-term projects. The department also recognizes that a faculty member may take on a particularly heavy responsibility in one area that will limit his or her ability to pursue other areas.

**The department recognizes that, on occasion, an unusual circumstance may arise that might alter the understanding of the weights. Examples of this might be an unexpected professional opportunity, a medical emergency, etc.**

**The following are guidelines and are not all-inclusive, nor is everything listed within a category to be expected. In the event of a conflict with the FSWH, the Handbook takes precedent over this document. These guidelines and weights will inform but not substitute for a letter from the department chair.**

	Superior	Very Good	Good	Needs Improvement	Unacceptable
<b>Teaching</b>					
<ul style="list-style-type: none"> <li>Overall</li> </ul>	Syllabi and Classes are well planned and engaging; faculty supervises student theses, internships and projects;	Syllabi and Classes are well organized and reflect current content and practices;	Teaching meets university requirements; students assignments reflect best practices; faculty holds regular office hours and is generally available to students (email, appts);	Some classes are missed without plan; assignments are not graded within a reasonable period of time; students are unsure of how grade is determined;	Classes and office hours missed routinely; does not communicate with students;
<ul style="list-style-type: none"> <li>Content</li> </ul>	Faculty develops new courses or substantially revises existing courses when necessary;	Faculty adjusts assignments and materials to reflect new trends	Content is current; content is appropriate for course and level; readings and assignments are in line with departmental and university norms	Does not periodically re-evaluate books, class materials, syllabi and/or assignments	Content is out of date or inaccurate;
<ul style="list-style-type: none"> <li>Course Design</li> </ul>	Faculty matches course design to content in addition to communicating goals and expectations	Faculty communicates course goals and grade expectations clearly;	Syllabi are comprehensive and complete; faculty expectations are clearly spelled out;	Syllabi and assignments are vague	Classes lack organization or plan;
<ul style="list-style-type: none"> <li>Delivery</li> </ul>	Delivery is highly organized and engaging	Faculty incorporates a variety of methods to engage students	Faculty delivery is clear, engaging, organized	Delivery is minimally organized	Delivery is unorganized and/or confusing
<b>Service</b>					
<ul style="list-style-type: none"> <li>Advising</li> </ul>	Faculty guides students through program but also prepares them for careers and post-graduate school;	Faculty successfully meets with students to guide them through program of study;	Faculty understands both university and department curriculum; meets with students; provides guidance to university	Does minimal amount to guide students to graduate;	Misses appointments routinely; does not guide students through curriculum;

			resources;		
(Institutional)	Faculty engages in major institutional service obligations (such as faculty senate) or chairs important committee; serves as program director;	Faculty serves on university committees in good standing;		Faculty passively serves on committee;	Faculty does not serve on any committees;
• Departmental	Faculty assumes leadership role in developing department;	Faculty actively supervises student groups; takes responsibility for well-being of department	Faculty participates in department (meetings, reports, admissions, etc.); works with student project/groups when necessary ; advises; recruits; participates in dept. reporting (annual evals, assessment)	Faculty minimally engages in department; works with student project/groups only when necessary	Faculty fails to respond to dept. needs or is late in doing so;
• School & University	Faculty assumes leadership role in or serves on key committees at the school or university level.	Faculty actively serves on key committees or in key post at the school or university level.	Faculty serves on school and university committees when necessary.	Faculty serves reluctantly on inactive or unimportant committees at the school or university level.	Faculty does little or no service;
• Community	Faculty is highly engaged	Faculty is engaged			
<b>Scholarship</b>					
(See department statement on scholarship. Tenure-track faculty should also consult Handbook.)	Major projects come to fruition (such as books, peer-reviewed articles); recognition by peers at other universities (e.g., in book reviews, citations in footnotes, or similar historical and	Faculty presents or moderates at national and/or international conferences; continues working on major project (book, article, etc.) with periodic external validation such as	Faculty engages in professional activity; attends national and/or international conferences;	Faculty is only occasionally involved in professional activity or scholarship.	Faculty engages in little to no scholarly activity; activity is not externally reviewed

	professional organizations); procures funded external grants;	presentation at conference;			
Professional Activity (other)	Faculty procures funded external grant Faculty assumes leadership role in professional organizations	Faculty procures funded in-house grants; serves as peer reviewer for publishers and granting organizations; Faculty serves in professional organizations	Faculty maintains professional memberships;		