

By-Laws Appendix II.  
Department of History  
Primary Unit Criteria for Tenure and Promotion  
2016

**Comprehensive Review**

Tenure-track faculty usually undergo comprehensive review in the fourth year of their appointment at CU Denver, although individuals may request an early comprehensive review. The department expects pre-tenure faculty to have at least one peer-reviewed article in press at the time of comprehensive review. However, pre-tenure faculty who have a book under contract at the point of comprehensive review are not required to have an article as well. Comprehensive review aims to ascertain that the candidate is on track to excellence in research and teaching.

**Promotion to Associate Professor**

To be considered for tenure and promotion to Associate Professor, candidates must have demonstrated “meritorious performance in each of the three areas of teaching, research/creative work, and service, and demonstrated excellence in either research/creative work or teaching. The process leading to award of tenure is a summary evaluation of a faculty members’ cumulative performance...”(Appendix A of the Laws of the Regents) Qualifications for tenure and promotion are evaluated by peers within the primary unit of the candidate and by external reviewers in the candidate’s field.

Teaching – The following evidence will be used to evaluate teaching performance

- Quality of teaching materials (syllabi, examinations, handouts, etc.)
- Demonstration of variety in courses, incorporation of new material into courses, revision of courses where appropriate, course rigor, adherence to department expectations in Appendix IV.
- Demonstration of teaching effectiveness of education by colleagues
  - Demonstrations of thoughtful content and approaches in syllabi
  - Demonstrations of classroom effectiveness and rigor through observations
  - Demonstrations of student learning through review of student work, such as portfolios, where appropriate
  - Student opinion as expressed in FCQ comments and unsolicited feedback

- Teaching awards
- Quantity and quality of individual instruction performed by the candidate including research supervision if appropriate
- Quality and quantity of student advising if appropriate
- Demonstration of accessibility, communication, and approachability with students
- Evidence of rigor of learning experience
- Professional development or publications related to teaching
- Demonstration of commitment to department teaching mission and needs
- Quality and quantity of courses taught at a variety of levels, including participation in service courses and courses with large student numbers
- Quality and quantity of course or curriculum development when appropriate

Teaching will be considered meritorious when the evaluation process demonstrates that

- The candidate has made a positive and constructive impact on the intellectual development of students in the context of formal course work
- The candidate has participated actively in curriculum development, student advising, and/or significant individual instruction
- The candidate has a genuine commitment to teaching excellence and has respect for the students
- The candidate demonstrates a commitment to the department teaching mission and needs

The excellent distinction will be given to those candidates who demonstrate truly superior commitment to and success in teaching. Such candidates are thought of as outstanding teachers who exceed the meritorious performance standards and who are recognized by both students and faculty as having a significant impact on teaching at CU Denver. In addition to the meritorious teaching criteria, the following criteria will be considered for establishing excellent performance in teaching.

In the classroom, a candidate must clearly meet three of four criteria:

- [1] FCQs consistent with a teacher who is effectively conveying knowledge in the classroom and who is teaching rigorous courses
- [2] Innovation, demonstrated by such things as consistent revisions to syllabi and the incorporation of new technologies or methods in the classroom
- [4] Student learning, demonstrated by such things as excellent student outcomes, teaching awards and honors, peer evaluation
- [4] Demanding teaching load: consistent teaching of large sections and/or required courses

Outside the classroom, a candidate must clearly meet three of five criteria:

- [1] Course development/curriculum development, demonstrated by submission of proposals for new courses and/or programs, with continued leadership in new course/program area

- [2] Effectiveness in individual instruction (MA comprehensive exams, MA thesis/projects, undergraduate Honors thesis, independent studies, internships), as demonstrated by student and peer assessment of contribution to high quality student work
- [3] Dissemination of knowledge on teaching through publications on pedagogy and teaching issues; participation in conferences or workshops in the department, college, campus, community or profession; grants for teaching or curriculum development; and/or authoring or co-authoring textbooks on teaching
- [4] Exemplary professional mentoring of students
- [5] Outreach to public schools or other extracurricular teaching contributions within or outside the University

#### A. Research/Scholarly Productivity

The following evidence will be used to evaluate research/scholarly productivity:

- Books and book manuscripts with academic presses
- Quality and quantity of publication in peer-reviewed journals
- Quality and quantity of other peer-reviewed publications
- Quality and quantity of presentations at professional meetings, workshops, and colloquia
- Submission (and receipt) of grants and awards
- Quality and quantity of non-refereed publications
- Quality and quantity of research dissemination in other venues (such as film or websites)
- Professional reputation outside CU Denver as shown by evaluations from qualified professionals in the candidate's field

Unlike in the sciences, historians are constrained by the number of articles we can publish out of the manuscript that will become a book. Humanities publishers usually do not want to see more than two chapters of any manuscript already in publication in essay form. In light of this, the History Department considers articles/chapters published in reputable peer-reviewed journals or collections before appointment at CU Denver as evidence of a candidate's research productivity. Additionally, if a candidate has a book under contract at the time of a comprehensive review, the History Department does not require additional articles as evidence of progress toward tenure.

Research will be considered meritorious when the evaluation process demonstrates that

- a. the candidate has a coherent and thriving program of research
- b. the candidate is committed to an ongoing career of research
- c. the candidate has a record of regular research dissemination, typically demonstrated by
  - a. at least one article in a peer-reviewed journal or other peer-reviewed format and a book manuscript at completion; and an average of about one refereed presentation a year; OR

- b. at least three articles in peer-reviewed journals or other peer-reviewed formats, consistent work on a book manuscript, and an average of about one refereed presentation a year, OR
- c. a comparable combination of peer-reviewed publications, refereed presentations, and work on a book manuscript as judged by the discipline

The excellent distinction will be given to those candidates who demonstrate superior work, as evidenced by major publications, grants, or other recognition of superior performance. Research will be considered excellent when the evaluation process demonstrates that

- the candidate has a coherent and thriving program of research
- the candidate is committed to an ongoing career of research
- the candidate has a record of regular research dissemination, typically demonstrated by
  - at least one article in a peer-reviewed journal or other peer-reviewed format and a book manuscript accepted by, in press, or published with a peer-reviewed academic press or other reputable commercial press; and an average of about one refereed presentation a year. However, pre-tenure faculty who have a book under contract at the point of comprehensive review are not required to have an article as well to be considered excellent for tenure.

Under rare circumstances, the department will accept a series of four or five peer-reviewed articles or chapter publications in scholarly journals or presses as comparable to an accepted book manuscript. The current economic crisis in academic publishing, which has already been formally addressed by the Modern Language Association and the American Historical Association, means that even excellent manuscripts are not guaranteed publication. These factors may be taken into consideration when judging the candidate's research record.

All faculty must have a record of publication to achieve excellence in research. Additional evidence which might also be considered for excellence in research with fewer articles than indicated above includes.

- peer reviewed research awards or prizes
  - major external research grants or fellowships
  - superlative reviews of publications or manuscripts
  - excellent placement of scholarship with top journal or presses
- B. Service. The following evidence will be used to evaluate service (this list is not exhaustive)
- Departmental Service:
    - Participation on Departmental committees or Advising
    - Demonstrated leadership in areas such as program development, curriculum review and development, strategic planning at the departmental level

- Departmental grant writing activities
- Formal sponsorship of student organizations
- College and University service:
  - Participation on College or University committees or as a member of the faculty assembly, CLAS Council or other appropriate committees
  - Demonstrated leadership in areas such as program development, curriculum review and development, strategic planning at the College or University level
- Professional Service:
  - Offices in professional organizations
  - Membership on editorial boards of professional organizations
  - Contributions to professional organizations by moderating or critiquing programs
  - Referee for article and book manuscripts
  - External reviewer for RTP at other universities
- Community Service Relevant to the Profession:
  - Membership on appointed or elected boards, commissions, and committees
  - Participation in public lectures, debates, and panel discussions or collaboration with programs in secondary schools

Service will be considered meritorious when the evaluation process demonstrates that

- the candidate has, at a minimum, contributed to the mission of the primary unit through cooperative participation on necessary departmental committees and activities, AND
- the candidate has found an active participatory role in the university, the community, or the profession.

The excellent distinction will be given to those candidates who demonstrate significant contributions to the department, university, and profession. Service will be considered excellent when the evaluation process demonstrates that

- the candidate has made significant contributions to one or more college or university committees or programs, and
- the candidate has taken a leadership role in one or more campus committees or professional organizations, OR
- The candidate has made a demonstrable contribution of professional expertise to one or more community organizations

### **Promotion to Full Professor**

For promotion to Full Professor: “Professors should have the terminal degree appropriate to their field or its equivalent, and (A) a record that, taken as a whole, is judged to be excellent; (B) a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (C) a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, and service. “(Campus Administrative Policy on Reappointment, Tenure, and Promotion)

In terms of the department of History, Excellence in all areas would mean:

- 1) Research: Demonstration of continuing development of scholarship since tenure through a second book in press or published with a respected university or commercial publisher; regular participation in professional conferences; and other evidence of continuing scholarly activity as noted in the Research section above.
- 2) Teaching: Demonstration of continuing development of teaching through work on curriculum, development of new courses, contributions to program development for the department or the college, and work with individual students, as noted in the qualifications for excellence in the Teaching sections above.
- 3) Service: Demonstration of engagement with the department, college, campus, and university, as well as professional and community organizations through serving on or chairing committees, leadership in a professional organization, donation of time and expertise to schools or other relevant community organizations, as noted in the qualifications for excellence in the Service section above.

### **Post-Tenure Review**

The department expects post-tenure faculty to either publish at least one peer-reviewed article in the five-year review period, or submit unpublished work for external review, in order to meet expectations at post-tenure review. Procedures are outlined in the Bylaws.

By-Laws Appendix III  
Department of History  
Promotion of Clinical Teaching-Track Faculty  
2016

Initial Appointment to the Clinical Teaching Track (CTT)

History Department candidates to the Clinical Teaching Track should have a record of strong teaching and/or service and an existing research agenda or promise of one. Specific contracts will indicate the amount of effort in each of three areas of responsibility – teaching, service, and scholarly activity. Clinical Teaching Track Faculty (CTT) in the Department of History will have a maximum of 20% effort contracted for scholarly activity. The History Department By-laws outline the processes by which CTT candidates apply for a CTT position.

Promotion to the rank of Associate Professor CTT

According to CLAS policy on Clinical Teaching Track Policies and Procedures, “Promotion or appointment to Associate Professor CTT marks a significant point in the development of a faculty member’s professional career. The individual must demonstrate excellence in the area of primary responsibility as well as significant contributions in other areas.” The CTT faculty member’s primary area of effort will be teaching and/or service because scholarly activity is limited to a maximum 20% of effort.

For promotion to the rank of Associate Professor CTT the faculty member must demonstrate:

- excellence in the primary area of effort (teaching)
- at least meritorious performance in the other two areas of effort.

Promotion to the rank of Full Professor CTT

Faculty at this rank must have a minimum of five years at the rank of Associate Professor CTT. The criteria for promotion to the rank of Full Professor CTT are based on achievement well beyond that required for promotion to Associate Professor. Successful candidates will demonstrate outstanding contributions in the primary area of effort and significant contributions to the other two areas. Work and accomplishments already reviewed and considered for promotion to Associate Professor CTT, although included in the dossier, will be given less weight in the review process in comparison to work done since promotion to the rank of Associate Professor. The record since the last promotion must show substantial,

significant, and continued growth, development, and accomplishment in the primary area of effort and continued meritorious activity, bordering on excellence in the other two areas.

## CRITERIA FOR PROMOTION

A. Teaching: The following evidence will be used to evaluate teaching performance:

- Quality of teaching materials (syllabi, examinations, handouts, etc.)
  - Demonstration of variety in courses, incorporation of new material into courses, revision of courses where appropriate, course, rigor, adherence to department expectations in Appendix IV.
- Demonstration of classroom effectiveness and rigor
  - Through classroom observation by colleagues
  - Demonstration of student learning through review of student work, such as portfolios, where appropriate
  - Student opinion as expressed in FCQ comments and unsolicited feedback
  - Teaching awards
- Quantity and quality of individual instruction performed the candidate including research supervision if appropriate
- Quality and quantity of student advising if appropriate
- Demonstration of accessibility, communication, and approachability with students
- Evidence of rigor of learning experience
- Professional development of publications related to teaching
- Demonstration of commitment to department teaching mission and needs
  - Quality and quantity of courses taught at a variety of levels, including participation in service courses and courses with large student numbers
  - Quality and quantity of course or curriculum development when appropriate

Teaching will be considered meritorious when the evaluation process demonstrates that

- the candidate has made a positive and constructive impact on the intellectual development of students in the context of formal coursework
- the candidate has participated actively in curriculum development, student advising, and/or significant individual instruction
- the candidate has a genuine commitment to teaching excellence and has respect for the students
- the candidate demonstrates a commitment to the department teaching mission and needs



The excellent distinction will be given to those candidates who demonstrate truly superior commitment to and success in teaching. Such candidates are thought of as outstanding teachers who exceed the meritorious performance standards and who are recognized by both students and faculty as having a significant impact on teaching at CU Denver. In addition to the meritorious teaching criteria, the following criteria will be considered for establishing excellent performance in teaching:

In the classroom, a candidate must clearly meet three of four criteria:

- FCQs consistent with a teacher who is effectively conveying knowledge in the classroom and who is teaching rigorous courses
- Innovation, demonstrated by such things as consistent revisions to syllabi and the incorporation of new technologies or methods in the classroom
- Student learning, demonstrated by such things as excellent student outcomes, teaching awards and honors, peer evaluation
- Demanding teaching load: consistent teaching of large sections and/or required courses

Outside the classroom, a candidate must clearly meet three of five criteria:

- Course development/curriculum development, demonstrated by submission of proposals for new courses and/or programs, with continued leadership in new course/program area
- Effectiveness in individual instruction (MA comprehensive exams, MA thesis/projects, undergraduate Honors thesis, independent studies, internships), as demonstrated by student and peer assessment of contribution to high-quality student work
- Dissemination of knowledge on teaching through publications on pedagogy and teaching issues; participation in conferences or workshops in the department, college, campus, community or profession; grants for teaching or curriculum development; and/or authoring or co-authoring textbooks on teaching
- Exemplary professional mentoring of students
- Outreach to public schools or other extracurricular teaching contributions within or outside the University

## B. Service

CTT faculty with meritorious service must contribute in a meaningful way to the department. All CTT faculty must attend department meetings. The amount of service expected will depend on the percentage of effort in this area. Each individual contract for CTT faculty will contain a specific list of service requirements.

Examples of service at the department level include:

- Departmental Service:
  - Participation on departmental committees
  - Advising

- Demonstrated leadership in areas such as program development, curriculum review and development, strategic planning at the departmental level
- Departmental grant writing activities
- Formal sponsorship of student organizations

For excellence in service, the CTT faculty member must, in addition to requirements for meritorious service, provide an ongoing major administrative contribution to the department and/or the college, for example as director of an important program. Other indicators of excellent service might include committee work at the level of the university, the profession, and/or the community. Examples of service at these levels (beyond the requisite service at the departmental level) include:

- College and University Service:
  - Participation on College or University committees or as a member of the Faculty Assembly, CLAS Council, or other appropriate committees
  - Demonstrated leadership in areas such as program development, curriculum review and development, strategic planning at the College or University level
  - Liaison and involvement with other units, offices, and programs within CU Denver, at other campuses of the University of Colorado, other universities in Colorado, and secondary schools
  - Participation in University-wide projects
- Professional Service:
  - Offices in professional organizations
  - Membership on editorial boards of professional organizations
  - Contributions to professional organizations by moderating or critiquing programs
  - Referee for article and book manuscripts
  - External reviewer for RTP at other universities
- Community Service Relevant to the Profession:
  - Membership on appointed or elected boards, commissions, and committees
  - Participation in public lectures, debates, and panel discussions
  - Collaboration with programs in secondary schools

#### CRITERIA FOR SCHOLARLY ACTIVITY

CTT faculty must commit between 10 and 20% of their professional effort to the development of their scholarly activities. More precise expectations concerning the amount and type of scholarly activity will depend on the percentage of effort devoted to scholarly activity. Each individual contract for CTT faculty will contain a specific list of expectations for scholarly activity.

All CTT are expected to maintain a meritorious research rating, demonstrated by continued professional growth. Examples of continued professional growth in research could include:

- Books and book manuscripts with academic presses
- Quality and quantity of publication in peer-reviewed journals
- Quality and quantity of other peer-reviewed publications
- Quality and quantity of presentations at professional meetings, workshops, and colloquia
- Submission (and receipt) of grants and awards
- Quality and quantity of non-refereed publications
- Quality and quantity of research dissemination in other venues (such as film or websites)
- Professional reputation outside CU Denver as shown by evaluations from qualified professionals in the candidate's field
- Work on exhibits or other public history activities

Unlike in the sciences, historians are constrained by the number of articles we can publish out of the manuscript that will become a book. Humanities publishers usually do not want to see more than two chapters of any manuscript already in publication in essay form. In light of this, the History Department considers articles/chapters published in reputable peer-reviewed journals or collections before appointment at CU Denver as evidence of a candidate's research productivity. Additionally, if a candidate has a book under contract at the time of a comprehensive review, the History Department does not require additional articles as evidence of progress toward tenure.

Research will be considered meritorious when the evaluation process demonstrates that

- d. the candidate has a coherent and thriving program of research
- e. the candidate has a record of regular research dissemination, typically demonstrated by:
  - a. at least one article in a peer-reviewed journal or other scholarly format and a completed book manuscript; and an average of about one refereed presentation a year; OR
  - b. at least two articles in peer-reviewed journals or other peer-reviewed formats, consistent work on a book manuscript, and an average of about one refereed presentation a year, OR
  - c. a comparable combination of scholarly publications, refereed presentations, and work on a book manuscript as judged by the discipline.

The excellent distinction will be given to those candidates who demonstrate superior work, as evidenced by major publications, grants, or other recognition of superior performance.

Research will be considered excellent when the evaluation process demonstrates that

- the candidate has a coherent and active program of research
- the candidate has a record of regular research dissemination, typically demonstrated by
  - at least one article in a scholarly journal or other peer-reviewed format and a book manuscript accepted by, in press, or published with a peer-reviewed

academic press or other reputable commercial press; and an average of about one refereed presentation a year.

Under rare circumstances, the department will accept a series of three or four peer-reviewed articles or chapter publications in excellent journals or presses as comparable to an accepted book manuscript. The current economic crisis in academic publishing, which has already been formally addressed by the Modern Language Association and the American Historical Association, means that even excellent manuscripts are not guaranteed publication. These factors may be taken into consideration when judging the candidate's research record.

All faculty must have a record of publication to achieve excellence in research. Additional evidence which might also be considered for excellence in research with fewer articles than indicated above includes:

- peer reviewed research awards or prizes
- major external research grants or fellowships
- superlative reviews of publications or manuscripts
- excellent placement of scholarship with top journal or presses

By-Laws Appendix IV  
Department of History  
Policies on Syllabi and Course Content  
2016

The Department of History trains students to be critical thinkers, capable researchers, and careful writers. History and writing are interconnected, and history students are expected to give serious attention to the development of their analytical, research, and writing skills. History courses should consistently provide students with opportunities to enhance their writing, research, and critical thinking abilities. For our majors, lower-division courses introduce skills that will be reinforced and expanded upon in the Theory and Practice of History and other upper-division courses, culminating in an extended research paper in the History Seminar.

Overall Goals:

In their history course work, students should develop

- Writing skills, including use of clear paper organization (thesis, evidence, conclusion) and paragraph organization; use of conventional writing styles (including a proper citation method); understanding of narrative and analytical writing
  - Research skills, including identifying appropriate materials for historical research; using the library/internet; book catalogs (Skyline, Prospector, WorldCat), article databases (particularly America: History and Life, Historical Abstracts, and JSTOR), and interlibrary loan; critically assessing internet sites for primary and secondary sources
  - Analytical skills, including differentiating between primary sources and secondary sources; close reading of primary sources; finding arguments in secondary sources; identifying thesis, evidence, strengths and weaknesses in various texts; understanding the concept of historiography; writing analytical papers
1. Syllabi: The History Department has adopted in principle the required and the strongly recommended components for course syllabi listed on the CLAS website. History faculty should also include the policies concerning religious holiday accommodations, disability accommodations, and incompletes. All of this

information is available at (<http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/faculty-resources/teaching/preparing-a-course/Pages/syllabus-creations.aspx>). People can certainly organize their syllabi anyway they choose, but all History syllabi will include both the required and recommended information.

In addition to the above, all History syllabi should include:

- A statement concerning the historical themes that will be treated in the course
- A statement about the chronological and topical scope of the course
- The course objectives pertinent to the discipline of history, in terms of both skills and content (what students will learn and how they will learn, for example, analyzing primary sources and historians' arguments)
- Details on historical readings appropriate to the level of the course in number and sophistication, with full citation in *Chicago* style
- Details on writing assignments, which must be appropriate to the level of the course [see below]
- Expectations regarding participation
- Information about the classroom format (whether lecture or discussion, how class will be run, use of Canvas, etc.)
- All extra obligations, such as participation in field trips, movie viewing outside of class, etc.
- Assignments for undergraduate and graduate students, where appropriate; all 4000/5000-level courses with graduate students must contain additional readings and assignments for graduate students
- A statement on disability and access, in accordance with CLAS policies. "The University of Colorado Denver is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you have a disability or think you have a disability and need accommodations to succeed in this course, I encourage you to contact Disability Resources and Services (DRS) and/or speak with me as soon as you can. [*Insert current location and contact information of DRS here*]. I am committed to providing equal access as required by federal law, and I am interested in developing strategies for your success in this course."
- A clear statement of instructor availability, including willingness to make appointments or communicate by email for students unable to attend office hours

The total points for all History courses should be made up of no less than 50% formal student writing, whether in exam or paper form, in class or at home. Attendance and participation can count for no more than 20% (combined) in classes over 25 students.

## 2. Requirements for Courses

Our students do not take courses in order, nor do we have prerequisites for most courses. It is therefore essential that courses at all levels include some kind of discussion about what history is and what historians do. These discussions should become more sophisticated at higher levels.

All levels should include

- Discussion of what history is, how to think historically, and what historians do
- Work with primary sources in their historical context
- Discussion of the relationships between primary and secondary sources
- Practice in making an historical argument
- Assessment and development of writing skills
- Discussion of academic honesty, plagiarism, and proper citations

### 3. Guidelines for Courses

While the department will not prescribe standard expectations for different levels of courses, we understand that students desire consistency among the courses at the various levels. We should think about our courses as somewhat progressive—that the principles and skills we introduce in 1000-level courses are addressed on more sophisticated levels in our upper-division courses.

Our department discussions have shown that most faculty members assign a rough average of 50-100 pages of reading per week in 3000-level courses, and 100-150 pages a week in 4000-level courses; and 15-20 pages of writing (exam and paper) in 3000-level courses, and 20-30 pages in 4000-level courses. These numbers are meant simply to serve as guidelines, not prescriptions; some classes contain fewer pages of reading and writing, but more intensive work on the reading and writing that faculty assign.

The following are examples of the types of assignments and exercises various faculty members employ to get at our goals of developing students' abilities to think historically, to read critically, to differentiate between primary and secondary sources, to situate primary sources in their historical contexts, to develop historical arguments, and to write analytically:

- Exercises designed to discuss the differences between primary and secondary sources
- Assignments where students create narratives dealing with conflicting primary sources
- Critiques of assigned materials, including, the textbook(s), as a means to illustrate that history is interpretive
- Essays addressing historians' arguments (reaction papers, critical analysis, etc.) to get students to recognize arguments and interpretation
- Exercises focused on conflicting interpretations among historians
- Historiographical essays
- Book reviews
- Research papers

- Class time devoted to discussion of the research and writing process
- Revisions of papers

#### 4. Elements of the Required Courses for the Major

HIST 3031: Theory and Practice of History introduces students to the discipline of history, focusing on developing students' abilities to understand what history is, to think historically, to read critically, to do historical research, and to write analytically.

Theory and Practice sections should include

- Discussion of philosophical issues: what is history? What is historiography?
- Discussion of methodological issues: how do historians do history?
- Introduction to research and resources: for example, how to use the library, shape research questions, undertake research
- Introduction to history writing: different types of assignments and practice doing them (book reviews, reaction papers, research papers)
- Strategies for writing

HIST 4839: History Seminar is the capstone of the History major. Students should formulate a research question, undertake primary and secondary source research, and write and present a research paper. In this course, students should

- Select, develop, and frame a topic
- Demonstrate knowledge of using library and internet sources
- Ask a research question
- Move from theme to topic to question to tentative answer
- Critically analyze sources in their contexts
- Be able to identify, evaluate, and compare historians' arguments
- Demonstrate that they can situate their topic/argument in existing literature (historiography)
- Produce multiple drafts to improve students' writing skills and performance
- Demonstrate their understanding of narrative, descriptive, and analytical forms of writing
- Be able to present arguments and research orally

#### 5. Assessment

The History Department is responsible for multiple levels of assessment. We participate in the Humanities core with courses that include HIST 1361, 1362, 1381, and 1382; the Cultural Diversity core with HIST 3345 and 3349; the International Perspectives core with HIST 3121 and 4032. These courses are assessed in light of the learning outcomes determined by college and university committees. Faculty who teach these courses are responsible for completing assessment using the required categories when the college requires it.



The History Department is also responsible for assessing the undergraduate and graduate programs. This assessment is due at the end of each academic year (end of spring term). Assessment of the major relies on assignments and feedback from instructors overseeing requirements of the major, such as introductions and capstones. The department will keep copies of History Seminar work, which will be evaluated based on the goals for our students laid out in this document. Assessment of the graduate program relies on evaluations of comprehensive exams, research seminars, and Master's theses, also based on the goals for our students laid out in this document, but expressed at a more sophisticated level.