

**HISTORY DEPARTMENT PROMOTION EXPECTATIONS  
FOR PROFESSIONAL-TRACK FACULTY  
Revised and Approved May 2020**

**I. Minimum Expectations for Promotion to Associate Professional-Track Faculty**

Faculty members serving in a probationary status as professional-track faculty are expected to be competent teachers and engage in service. They also are expected to be active in research, scholarship, and/or creative work appropriate to their instructional role in the department. The following document clarifies expectations in each of these areas.

**A. Teaching:**

Since the primary workload for non-tenure-track faculty members in the college is in teaching, the candidate must demonstrate proficiency in this area with no reservations from reviewers. Following are areas to elaborate in developing this area of workload.

Evidence of successful teaching is demonstrated through:

- a. Organization – Well-developed course syllabi with clearly articulated course goals; course delivery applying appropriate modes of instruction for course type; pacing that allows for student engagement and understanding of material; definition of skills, attitudes, and knowledge that will result from completion of the course.
- b. Assessment – Frequent and timely feedback of student work based on articulated course goals; use of grading rubrics where appropriate.
- c. Rigor – Activities are appropriate for skill and knowledge development; consistent with departmental expectations.
- d. Presentation – Effective and clear communication in both oral and written form.
- e. Currency – Demonstration of continual course development; use of appropriate technologies in promoting the learning environment.
- f. Initiative – Quality supervision of program/curriculum development.
- g. Mentoring – Supervision of Theses/Dissertations and other student projects.
- h. Learning – Attendance at a workshop of conference focused on teaching or pedagogy.
- i. Compliance – Compliance with System, University and College regulations governing teaching.

Artifacts that should be presented to demonstrate teaching effectiveness include:

- a. Course syllabi and materials (may include assessment of student work and grading rubrics)
- b. Artifacts of student work (especially those papers that result in presentation at professional meetings or are published)
- c. Peer visitation reviews, conducted by the department head, at least once each year
- d. Student feedback
  - i. Solicited – course evaluations (both numeric summaries and written comments)
  - ii. Unsolicited – student letters, emails, notes
- e. List of Theses/Dissertations and/or other student projects supervised
- f. Charts of Courses taught by term with enrollment figures for each course
- g. Participation in teaching workshops and conferences
- h. Development of existing/new courses and existing/new curricula
- i. Other evidence.

## B. Scholarship

As appropriate, candidates for promotion to Associate Professional-Track Faculty should demonstrate sustained activity throughout their probationary period.

All faculty members are encouraged and expected to submit scholarly work products to superior-quality venues. Quality will be assessed by the department's tenured faculty members based on explanations provided by the candidate.

Exceptions and qualifications regarding the quality of scholarship appear in the college's Expectations for Tenure and Promotion guidelines.

In all cases, minimum requirements must be met.

Candidates are expected to fulfill all of the following expectations.

1. One item from the following list:
  - (1) An article published in a peer-review journal for history or an appropriate cognate discipline.
  - (2) A book chapter published in an edited anthology in history or an appropriate cognate discipline.
  - (3) A funded, external research grant.

Notes:

- a. A published, academic book in history or an appropriate cognate discipline satisfies expectations for Category I. The book may not be self-published.
- b. A candidate who edits an academic book in the appropriate discipline or cognate discipline **and** authors a chapter in that book (not an introduction or foreword), will be considered to have completed the expectations for Category I.
- c. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.

2. Two items from the following in any combination:
  - (1) A shorter publication appropriate to history or an appropriate cognate discipline,
  - (2) An application for a substantive external research grant, funded or unfunded, or
  - (3) A funded, internal research grant.

Notes:

- a. Shorter publications may include, but are not limited to: book reviews, research notes, articles in reference works, essays in professional newsletters, works in non-referred publications, and computer software.
- b. Certain longer publications in the above category, such as multiple-page book review essays, may count as two items, if the candidate's department approves.
- c. The candidate's department must resolve any questions regarding the appropriateness of a project to history or an appropriate cognate discipline.
- d. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.

3. Two presentations at academic conferences of regional, national, or international scope.

4. Professional engagement with history, such as belonging to academic organizations; organizing, chairing, or serving as a commentator for conference panels; attending academic conferences; a year serving as the lead or primary editor of an academic journal for history or an appropriate cognate discipline; and participating in academic workshops.

### **C. Service**

Probationary faculty members are expected to engage in campus service primarily at the department level. For promotion, some participation at the college/university level or in professional academic organizations is encouraged but not obligatory.

Evidence that should be presented for documenting this area includes:

1. List of committee assignments and short narrative about the work of each committee
2. List of offices held in professional organizations; conferences or panels organized, with printed programs of conferences, or agendas of meetings if available
3. Other evidence to support your case

### **D. External References**

Candidates must supply to their department head or to the chair of their committee in the semester prior to the one in which they apply for promotion to Associate Professional Track Faculty a list of three to five scholars who may be contacted to provide reference letters. The scholars may not be the candidate's former students nor the chair of their doctoral committee.

## **II. Minimum Expectations for Promotion to Senior Professional-Track Faculty**

Candidates seeking promotion to Senior Professional-Track Faculty are expected to be competent teachers, active in research, scholarship, and/or creative work, and engage in service. The following document clarifies expectations in each of these areas.

### **A. Teaching:**

The candidate must demonstrate proficiency in this area with no reservations from reviewers. Following are areas to elaborate in developing this area of workload.

Evidence of successful teaching is demonstrated through:

- a. Organization – Well-developed course syllabi with clearly articulated course goals; course delivery applying appropriate modes of instruction for course type; pacing that allows for student engagement and understanding of material; definition of skills, attitudes, and knowledge that will result from completion of the course.
- b. Assessment - Frequent and timely feedback of student work based on articulated course goals; use of grading rubrics where appropriate.
- c. Rigor – Activities are appropriate for skill and knowledge development; consistent with departmental expectations.
- d. Presentation – Effective and clear communication in both oral and written form.
- e. Currency – Demonstration of continual course development; use of appropriate technologies in promoting the learning environment.
- f. Initiative – Quality supervision of program/curriculum development.
- g. Mentoring – Supervision of Theses/Dissertations and other student projects.
- h. Learning – Attendance at a workshop of conference focused on teaching or pedagogy.
- i. Compliance – Compliance with System, University and College regulations governing teaching.

Artifacts that should be presented to demonstrate teaching effectiveness include:

- a. Course syllabi and materials (may include assessment of student work and grading rubrics)
- b. Artifacts of student work (especially those papers that result in presentation at professional meetings or are published)
- c. Peer visitation reviews, conducted by the department head, at least once each year
- d. Student feedback
  - i. Solicited – course evaluations (both numeric summaries and written comments)
  - ii. Unsolicited – student letters, emails, notes
- e. List of Theses/Dissertations and/or other student projects supervised
- f. Charts of Courses taught by term with enrollment figures for each course
- g. Participation in teaching workshops and conferences
- h. Development of existing/new courses and existing/new curricula
- i. Other evidence.

### **B. Scholarship**

Candidates for promotion to Senior Professional-Track Faculty should demonstrate sustained activity for the period since promotion to Associate Professional-Track Faculty and they will demonstrate appropriate accomplishments in scholarship.

All faculty members are encouraged and expected to submit scholarly work products to superior-quality venues. Quality will be assessed by the department's tenured faculty members based on explanations provided by the candidate. A minimum of one superior quality publication will satisfy department quality expectations.

Exceptions and qualifications regarding quality of scholarship appear in the college's Expectations for Tenure and Promotion guidelines.

In all cases, minimum requirements must be exceeded.

Since promotion to Associate Professional-Track Faculty, the candidate is expected to have produced:

1. One item from the following list:
  - (1) An article published in a peer-review journal for history or an appropriate cognate discipline.
  - (2) A book chapter published in an edited anthology in history or an appropriate cognate discipline.
  - (3) A funded, external research grant.

Notes:

- d. A published, academic book in history or an appropriate cognate discipline satisfies expectations for Category I. The book may not be self-published.
- e. A candidate who edits an academic book in the appropriate discipline or cognate discipline **and** authors a chapter in that book (not an introduction or foreword), will be considered to have completed the expectations for Category I.
- f. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.

2. Two items from the following in any combination:
  - (1) A shorter publication appropriate to history or an appropriate cognate discipline,
  - (2) An application for a substantive external research grant, funded or unfunded, or
  - (3) A funded, internal research grant.

Notes:

- a. Shorter publications may include, but are not limited to: book reviews, research notes, articles in reference works, essays in professional newsletters, works in non-referred publications, and computer software.
- b. Certain longer publications in the above category, such as multiple-page book review essays, may count as two items, if the candidate's department approves.
- c. The candidate's department must resolve any questions regarding the appropriateness of a project to history or an appropriate cognate discipline.
- d. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.

3. Two presentations at academic conferences of regional, national, or international scope.

## C. Service

Faculty members seeking promotion to Senior Professional-Track Faculty are expected to engage in department, college and/or university service.

Evidence that should be presented for documenting this area includes:

1. List of committee assignments and short narrative about the work of each committee
2. List of offices held in professional organizations; conferences or panels organized, with printed programs of conferences, or agendas of meetings if available
3. Other evidence.

#### **D. External References**

Candidates must supply to their department head or to the chair of their committee in the semester prior to the one in which they apply for promotion to Senior Professional-Track Faculty a list of three to five scholars who may be contacted to provide reference letters. The scholars may not be the candidate's former students nor the chair of their doctoral committee.