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To: Marchese, Paul
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Subject: History Promotion Guidelines

Here are the promotion guidelines agreed upon by the **History Department** Personnel & Budget Committee:

GUIDELINES ON PROMOTION

The Department of History believes that the one consistent quality for promotion at any point is integrity.

For promotion from Assistant to Associate Professor, the Personnel and Budget Committee of the History Department will seek demonstrated integrity in

- 1) scholarship. The individual should have an active scholarly agenda, have already completed some scholarly projects (as evidenced by, for example, presenting at significant conferences in the field, publishing articles), and have plans for clear and concrete scholarly projects for the future.
- 2) teaching. The individual will have demonstrated mastery of the teaching subjects he/she is assigned to. This will be confirmed by reference to peer observations and student evaluations. The grading policy will be transparent and applied fairly to the students so that the achieving students receive clearly superior grades. Integrity in teaching means resistance to any outside pressure for "social promotion" or "grade inflation" or other policies that damage the reputation of the College.
- 3) service. The individual will serve the Department and College in a diligent manner. While the Department does not expect leadership at this level, integrity demands that the individual should resist and report illegal or improper demands, even if they come from high levels of authority.

For promotion from Associate Professor to Professor, the Personnel and Budget Committee of the History Department will seek demonstrated integrity in

- 1) scholarship. The individual should have brought at least one major scholarly project to fruition. This may take a number of forms, but the candidate should be able to demonstrate reasonably that this scholarship has made a meaningful contribution in the field. A strong record of peer reviewing, for example, could be evidence of this as could outside references. The Department expects that the individual will have at least started another major project and provide assurance that he or she will continue to maintain an active research agenda.
- 2) teaching. The individual will consistently demonstrate a deep level of understanding in his or her teaching subjects so that the students may benefit from the individual's prolonged studies in the fields. The historiography should be up to date to provide the students with the latest insights of historians around the world. The individual will be able to convey complex historical problems in understandable terms. This will be confirmed by reference to peer observations and student evaluations. The grading policy will be transparent and applied fairly to the students so that the achieving students receive clearly superior grades. Integrity in teaching means resistance to any outside pressure for "social promotion" or

"grade inflation" or other policies that damage the reputation of the College. The candidate should also be a leader in conveying these values to the rest of the College and University and resist and refute unscientific, improper and fraudulent studies and approaches to education as they arise.

3) service. The individual should be seen as a leader in the Department and College. He or she should serve on significant committees and guide these committees to honest, efficient, and positive results. In all assignments, the person of integrity must strive for generally accepted best practices without fear or favor to anyone. The American Historical Association and the American Association of University Professors generally provide these guidelines.

- Creative problem solving that improves or enhances departmental performance;
- Demonstrating initiative in the development of new projects and/or innovative programs;
- Taking a leadership role in the provision or development of services;
- Working with teaching faculty in a variety of ways to support student learning and literacy
- Supporting teaching faculty with their own research needs
- Demonstration subject knowledge and the professional expertise used to build, organize, and preserve collections;
- Demonstrating subject knowledge and the professional expertise necessary to meet user needs and stimulate wider use of resources;
- Using knowledge of the curriculum to provide effective Library services and collections;