



# Department of History

**Friday** March 24, 2023 Meeting ID: 985 5987 9025 Passcode: 519577

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3:00-5:00 PM, in person with Zoom option

1. Approval of minutes of meeting February 3, 2023 (in History documents)
  - a. Motion to approve agenda – approved
  - b. Motion to approve minutes – approved
2. Chair's comments
  - a. Thanks for continued work for our students, logistically, emotionally, etc.
  - b. Personnel
    1. Welcome Lee Penyak – fixed-term faculty teaching Latin America
    2. Welcome Patti McDonald – communications officer
    3. Welcome Shayan Rajani – new South Asia Assistant Professor
    4. Welcome Alyssa Hartley – academic programs coordinator starting April 5
    5. Sad goodbye Sharon Leon - departure at the end of the semester, leaving for Omeka
3. Ronen Steinberg announcement
  - a. March 30<sup>th</sup> film screening Why Is We Americans, with director Udi Aloni (see attached flyer)
4. Aminda Smith – graduate update
  - a. Admitted 13 students in hopes of getting 5-6, 3 have accepted, 6 declines. Prospective advisors we will continue to let them know when they accept. Final update after April 15
  - b. Progress report announcements will go out after April 5<sup>th</sup>, two letters from advisor and one other person.
  - c. Evaluations for teaching and research assistants, going out last week of class due back after grades are done.
5. Delia Fernández-Jones – DACDI updates
  - a. Reminder: draft strategic plan on DEI went out early last week, please give response on Google Form.
  - b. College townhall is April 4<sup>th</sup> via Zoom part of which will be on DEI strategic plan. Unit visits can be planned with Dean Finn and department
6. Ongoing issues and challenges in teaching this semester
  - a. Open discussion
    1. Many faculty note that the students are disengaged on the whole.
    2. Faculty are disappointment in administration not getting feedback from a large constituency about how to proceed with life after the shooting.
7. Discussion of bylaw revisions charged by the College of Social Science
  - a. All unit were given a list of thing to do to get unit bylaws in compliance with Social Science bylaws
  - b. Specialist reviews – our process is good so it's about standardizing across the college

**c. Voting rights for fixed-term faculty**

**d. Action items**

- 1. RPT expectations with respect to teaching. Most units do not say much beyond stating that high quality, effective teaching is required for promotion. However, that standard now applied to fixed term teaching focused faculty. So, units should provide a more detailed description of what is expected from instruction in order to qualify for promotion (similar to what is done for research).**
- 2. Voting rights. Need to be modified to allow for participation by fixed term faculty and academic specialists**
- 3. A process for internal evaluation of promotion packets for fixed term faculty and academic specialists need to be established**
- 4. A process for annual review of fixed term faculty and academic specialists need to be established**
- 5. Differential workload policies – some units still do not have such a policy in place and most units that do have a policy need some minor tweaks to make their policy consistent with the College Guidelines on Research and Scholarship**
- 6. Review the internal process used for the Chair/Director search process and make certain that it is consistent with College guidelines**
- 7. Codify the roles of unit administrators (e.g., Associate Chair/Director, Grad Program Director, Undergrad Program Director, DEI Coordinators)**
- 8. Establish expectations with respect to DEI contributions**

**8. Matters arising**

**a. Elyse comments**

- 1. Awards ceremony May 5**
- 2. Please get me ARTA and Tech requests by May 15**
- 3. Please ask for help with Concur and put in travel requests and expenses**

**9. Tenured professors to meet about Noah Kaye's RPT committee**

**Attendance: Rehberger, Penyak, Winfree, Pescador, MacDonald, Dagbovie, Parker, Harris, McMichael, Evered, Fernandez-Jones, Smith, Stamm, Steinberg, Simon, Tabuteau, Alegi, Leon, Kaye, Fine, Summerhill, Doyle-Raso, Brothers, Elliott, Fine**



**1. RPT expectations with respect to teaching. Most units do not say much beyond stating that high quality, effective teaching is required for promotion. However, that standard now applied to fixed term teaching focused faculty. So, units should provide a more detailed description of what is expected from instruction in order to qualify for promotion (similar to what is done for research).**

Proposal: revise the following three sections of the current passages as follows.

#### Reappointment

##### Article V, Section F3

Candidates must demonstrate success in teaching and a commitment to aligning stated learning outcomes with instructional practices. Teaching shall be evaluated on the basis of reflective statements, class syllabi, various aids for teaching, and copies of assignments and examinations. Additional information may be gathered, with the consent of the candidate, from class visitations, public lectures, student work, and letters solicited from former students. Teaching achievements may be demonstrated by student evaluations, letters of commendation from colleagues or peers, nomination and/or receipt of teaching awards, evidence of course and curriculum development, participation in professional development related to teaching, offering of honors options, supervision of independent studies or honor theses, submission of letters of recommendation, participation in study abroad programs, provision of professional development for students, and graduate advising and mentoring.

#### Tenure and Promotion

##### Article VI, Section C

Evidence of effective teaching at several course levels is required for promotion, and candidates must demonstrate a commitment to aligning stated learning outcomes with instructional practices. Teaching shall be evaluated on the bases of reflective statements, class syllabi, various aids for teaching, and copies of assignments and examinations. Additional information may be gathered, with the consent of the candidate, from class visitations, public lectures, student work, and letters solicited from former students. Teaching achievements may be demonstrated by student evaluations, letters of commendation from colleagues or peers, nomination and/or receipt of teaching awards, evidence of course and curriculum development, participation in professional development related to teaching, offering of honors options, supervision of independent studies or honor theses, submission of letters of recommendation, participation in study abroad programs, provision of professional development for students, and graduate advising and mentoring.

##### Article VI, Section F

A candidate for promotion (either to the associate or to the full professor rank) who wishes to rely in whole or in part on digital applications and usage in history and related fields as evidence of his/her professional accomplishments must demonstrate a record of work that has earned a national or international reputation of excellence... Evidence for teaching shall include, in addition to those noted in Article VI(C), such items as (i) sustained application of new technologies to candidate's own teaching; (ii) use of candidate's methods, expertise and techniques by other instructors or organizations; and (iii) development of web-based resources for general use by the scholarly community.

## **2. Voting rights. Need to be modified to allow for participation by fixed term faculty and academic specialists.**

The current section of the bylaws is below. We have been tasked with bringing ours in alignment with College and University bylaws on voting rights. The College is currently revising its bylaws on this issue.

Proposal: Table this matter until the Fall when we know exactly what the College and University bylaws are.

### Article 1, Section B

The Department meeting shall consist of all permanent faculty of the Department. Permanent faculty are those with the rank of instructor or above whose appointments convey tenure or place them within the tenure system. Permanent faculty shall have full rights and responsibilities in the Department for such purposes as voting in departmental and committee meetings, voting on appointments and curricular changes, and receiving financial support for research and travel. Temporary faculty are those faculty whose appointments are outside the tenure system or who are teaching part-time in the Department. They shall be invited to meetings of the Department where they may participate in discussions but normally shall have no vote. The Department may, by vote of the Department meeting, grant more extensive privileges to individual members of the temporary faculty and shall do so for those temporary faculty who have been hired on the understanding that their appointments will be converted to the tenure system when authorization is received. Those faculty appointed as adjunct faculty shall also be invited to meetings of the Department where they may participate in discussions but not vote. Two duly chosen representatives of the undergraduate majors in History and two duly chosen representatives of the graduate majors in History shall also constitute a part of the Department meeting, where they shall enjoy full rights of participation and voting except on matters of exclusive concern to the faculty. (See Bylaws for Academic Governance.) In computing the total number of faculty upon which a quorum is based, the Chairperson should exclude faculty who have full-time administrative appointments outside the Department; faculty whose teaching assignment is less than 25% in the Department; and faculty on leave. At the beginning of each academic semester the Chairperson, in consultation with the Department Advisory Committee, shall determine the quorum for that semester. If the Department meeting does not reach quorum or loses quorum before completing its agenda, pending motions shall automatically move to a ballot. (A 'ballot' is defined as either a physical document circulated to faculty on paper or a digital instrument. In both cases, individual faculty will be afforded one vote.) At any time during a Department meeting a faculty member may move that a pending motion be referred to a ballot. All ballots shall be considered approved with a simple majority vote.

## **3. A process for internal evaluation of promotion packets for fixed term faculty and academic specialists need to be established**

At present, there is nothing in the bylaws about this. The College has developed processes that we need to follow.

Proposal: add the following two sections to Article VI:

I. Fixed term faculty who have served at their current rank for an appropriate amount of time, usually equivalent to at least six years, are eligible for promotion. Each year, during the required annual performance review, the Chair will notify eligible fixed term faculty of the criteria for promotion and assess the faculty member's progress toward it. Candidates for promotion must meet with their Chair and request consideration during the following academic year by August 30. In consultation with the candidate, the Chair will appoint a three-person promotion committee, all the members of which must at least hold the academic rank for which the candidate is being considered. A dossier will be assembled following College of Social Science Guidelines for Promotion of Fixed Term Faculty from Assistant to Associate Professor or from Associate Professor to Professor. This will be reviewed by the tenure-system faculty and fixed term faculty holding at least the academic rank for which the candidate is being considered, focusing on the candidate's assigned duty categories. The successful candidate for a fixed term faculty promotion is expected to have demonstrated leadership in the area(s) of their assignment.

J. Academic specialists are eligible for promotion after five years of excellent annual reviews in the assigned functional duties. Each year, during the required annual performance review, the Chair will notify eligible academic specialists of the criteria for promotion and assess the progress toward it. Candidates for promotion must meet with the Chair and request consideration by August 30. In consultation with the candidate, the Chair will appoint a three-person promotion committee that includes at least one academic specialist. Dossiers will be assembled and reviewed according to the procedures specified in the current College of Social Science Academic Specialist Status & Promotion Policy.

#### **4. A process for annual review of fixed term faculty and academic specialists need to be established**

At present, there is nothing in the bylaws about this. Elyse developed a process for this that we have been using successfully. The College is currently developing a policy for this that all units will be expected to follow.

Proposal: Table this matter until the Fall when we know exactly what the College policy is.

#### **5. Differential workload policies – some units still do not have such a policy in place and most units that do have a policy need some minor tweaks to make their policy consistent with the College Guidelines on Research and Scholarship**

Proposal: Add the following section to Article XI of the bylaws. This just restates current College policies that are in effect in the Research and Scholarship Guidelines but creates a three-year process of adaptation for faculty before any action is taken.

6. In accordance with the College of Social Science Research and Scholarship Guidelines, all faculty in the tenure system are expected to maintain a level of research activity necessary to meet expectations in the department's annual review process. If a faculty member does not achieve this goal in a given year, the Chair will consult with them to develop a Faculty Development Plan to reinvigorate their research agenda. This plan may include such activities as

attendance at grant writing workshops, participation in research mentoring, and temporary course releases. The Chair will meet regularly with these faculty members to discuss ongoing research progress. If research productivity has not returned to meeting expectations by the end of two subsequent annual review cycles, the faculty member may a) be assigned an increased teaching load, b) have a reduced appointment, or c) be assigned other activities as determined by the Chair unrelated to research that better match their current interests and skills. The faculty member may also be subject to post-tenure review.

## **6. Review the internal process used for the Chair/Director search process and make certain that it is consistent with College guidelines**

Proposal: Add a line to Article II, Section C indicating that the search will be done according to current College guidelines.

In the choice of a new Chairperson, the DAC shall call for the election of a special selection committee consisting of six members (two full professors, two associate professors, and two assistant professors). The committee shall review the existing state of the Department, establish priorities for the Department in its selection of a new Chairperson, and supervise the election of a Chairperson. The Chair selection process will be conducted in accordance with College of Social Science Hiring Procedures for Conducting an Internal Search for a Department Chair/ School Director.

## **7. Codify the roles of unit administrators (e.g., Associate Chair/Director, Grad Program Director, Undergrad Program Director, DEI Coordinators)**

At present, there is nothing in the Bylaws about this. The only mention of the position of Association Chair is Article III, Section A: “The Associate Chairpersons shall serve on the DAC in an ex officio capacity.”

Proposal: insert the following as Article II, Section H:

The Department has two Associate Chairpersons, the Graduate Director and the Director of Undergraduate Affairs. Each is responsible for the regular and successful operation of graduate and undergraduate affairs in the Department, and they may represent the Chairperson in official capacities his/her absence.

## **8. Establish expectations with respect to DEI contributions**

There is nothing in the Bylaws about this. The Department approved a policy for the 2022 annual review cycle that is subject to review in the 2022-23 academic year.

Proposal: the 2023-24 review of the DEI policy that we adopted this year should consider how to incorporate this into the Bylaws, and the committee doing so shall make a recommendation.

## **Guidelines for Promotion of Fixed Term Faculty from Assistant to Associate Professor or from Associate Professor to Professor**

This document specifies the criteria and procedures used by the College of Social Science (CSS) and its affiliated units in reviewing applications for fixed term system faculty promotion. It follows the university policy on the Promotion of Fixed Term Faculty, which can be found at:

[https://www.hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/fixed-term\\_promotion.html](https://www.hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/fixed-term_promotion.html)

While the procedures detailed below follow a process similar to the review process for the promotion of tenure system faculty, it is to be understood that promotion of fixed term faculty will be based solely on an evaluation of the duties and responsibilities specified in the candidate's actual appointment and position description.

Candidates for fixed term faculty promotion must have served at their current rank for an appropriate amount of time, usually equivalent to at least six years. Candidates for fixed term faculty promotion from Assistant to Associate Professor, or from Associate to full Professor, should have been at MSU for six years (or if at MSU for a lesser period of only four to five years then they must have had demonstrably similar experience at another academic institution summing with their MSU experience to six years).

The promotion criteria used by the affiliated units of the College of Social Science are the same as those used in evaluating those duties for tenure system faculty as described in the unit bylaws for the corresponding promotion. As with tenure system faculty, these may be in the areas of teaching, research, and/or service/outreach depending on the position. The successful candidate for a fixed term faculty promotion is expected to have demonstrated leadership in the area(s) of their assignment.

The procedures that the College of Social Science and its affiliated units will use for reviewing the promotion of fixed term faculty are as follows.

Each year, during the required annual performance review, unit administrators should notify eligible fixed term faculty of the criteria for promotion in rank and assess the faculty member's progress toward promotion. The administrator shall provide a written copy of this review to the faculty member.

Candidates for promotion must meet with their Department Chair/Director and request consideration by September 30. The unit administrator will prepare a description of the candidate's assignment including, for example, the percentage of the appointment devoted to research, teaching, and/or service/outreach. This description will form part of the promotion review portfolio and will be distributed to all individuals of the unit's review committee who evaluate the candidate's materials. Units are encouraged to tailor the composition of review committee to the candidate's assignment. If teaching is the primary responsibility, then the review committee should consist of those with experience evaluating teaching. If research is the primary activity, the review committee should consist of those with expertise in the appropriate research area. All members of the review committee must at least hold the academic rank for which the candidate is being considered.

In preparing materials for the review portfolio (85 pages maximum), the candidate is required to provide information or documents related to the activities that are part of his or her assignment, using the Recommendation for Reappointment, Promotion, or Tenure Action form (Form on Progress and Excellence in Reappointment, Promotion or Tenure Action – formerly known as Form D, as implemented in the CSS RPT guidelines) as a guide.<sup>i</sup> MSU guidelines specify that these materials must include:

- a. A current curriculum vitae.
- b. A reflective essay about accomplishments during the review period (5 pages maximum), detailing leadership and excellence activities undertaken in the areas where they have duties (teaching, research, and/or service/outreach). If, for example, teaching is an assigned duty, this would include a reflective teaching statement, showing ongoing development of effective instructional practices. If, for example, research is an assigned duty, this would include a statement of research contributions and impact. Contributions to diversity, excellence and inclusion in all areas of assignment should be included in the essay.
- c. A representative sample of the candidate's best work that corresponds to the candidate's assignment. The candidate should reference these in their above narrative to provide context.

If teaching is an assigned duty, the candidate must provide the unit with a "Teaching Portfolio" that must include the following items:

- Syllabi and instructional materials (heuristics, activities, multimedia learning materials, projects, assignments, etc.) consistent with the unit's pedagogical aims.
- A summary of Unit-approved Student Instructional Ratings Forms (or online equivalent) for all classes taught (every course, every section, every semester)
- If applicable, evidence of undergraduate and/or graduate student mentoring, including service on exam and thesis/dissertation committees, advising, and professional development.

The Teaching Portfolio **may** also include select examples of the following that are representative of the candidate's best work:

- Examples of student papers and projects.
- Evidence of effective formative and summative commentary on student papers and projects.
- Letters of commendation written by colleagues or peers.
- Reflective statements or learning narratives written by students.
- Honors or awards.
- Evidence of course and curriculum development.
- Evidence of participation in professional development workshops, seminars, and/or activities.
- Evidence of teacher-research.
- Evidence of work in the instruction and mentoring of other teachers as well as program and TA coordination.
- Evidence of outreach, including outreach instruction, which might include credit-bearing courses offered off-campus; noncredit-bearing seminars, workshops, conferences, exhibits, and performances related to teaching.

- Evidence of instructional materials and activities particular to online or distance education; such materials should be reviewed in the media for which they were intended.

If research is an assigned duty, the candidate must provide the unit with a “Research Portfolio” that must include the following items:

- List of publications, including all co-authors names, with candidate name in bold, written following a conventional citation style (e.g., APA, MLA, or Chicago) and separated into categories (e.g., journal publications, books, and conferences).
- Detail of grants accrued as Principal Investigator (including funding period, total grant amount, source of funding)
- Detail of grants accrued as CO-Investigator/CO-Principal Investigator

The Research Portfolio **may** also include select examples of the following that are representative of the candidate’s best work:

- Examples of peer reviewed journal publications and/or book chapters.
- Evidence of reviewing for academic journals and/or service on Editorial Boards.
- Evidence of participation/organization in/of professional development workshops, conferences, research seminars, research events.
- Letters of commendation written by colleagues or peers.
- Honors or awards.

- d. Evidence of excellence in performing assigned duties, e.g., significance, impact, and innovation of instructional activities, research/creative activities, professional development, curriculum development, program coordination, or administrative activities.
- e. Evidence of contributions to diversity, equity, and inclusion (DEI).

For fixed term faculty with majority teaching assignments this may include:

- Exposing students to new perspectives on cultures beliefs and practices.
- Inclusion of a DEI statement in syllabi.
- Understanding the expense and accessibility of resources students require for class.
- Supporting the purpose of Resource Center for Persons with Disabilities (RCPD) VISAs.
- Employing inclusive pedagogy techniques that meet the needs of all students.

For fixed term faculty with majority research assignments this may include:

- Participating/Supporting/Establishing research DEI initiatives.
- Incorporating equity and inclusion issues and/or diversity in objects of study into research agenda.
- Undertaking collaborative research with different researchers.
- Participating in MSU DEI training initiatives.

In all cases, a minimum of four review letters must be included. The candidate may suggest up to five potential referee names to the Chair/Director. The Chair/Director will choose two reviewers from the candidate’s list and at least two from their own list. The Chair/Director should consult with additional

related administrators should the Fixed Term faculty hold a joint appointment or assignment. Efforts should be made to identify external evaluators outside of MSU. If external evaluators outside of MSU cannot be identified, the Chair/Director must provide justification of this as part of the promotion portfolio. The candidate will not be informed of those individuals who provide letters of evaluation. (See also Confidentiality of Letters of Reference for Reappointment, Promotion, and Tenure Recommendations” in the Faculty Handbook).

Units should review the promotion materials submitted by fixed term faculty candidates in the same manner they review tenure system promotion candidates, focusing only on their assigned duty categories.

Unit administrators are encouraged to include these reviews in the regular RPT timelines of the unit. Promotion recommendations for fixed-term faculty must be sent to [ssc.hr@msu.edu](mailto:ssc.hr@msu.edu) by December 1 of a given year, by submitting the Form on Progress and Excellence in Reappointment, Promotion or Tenure Action and supporting materials (those relevant for the assigned duties as described in the RPT guidelines), and must include copies of the written annual reviews of the candidate during the reporting period. This recommendation should provide an analysis of the candidate’s performance in their assigned duties, as well as the leadership activities in which they have been involved.

The CSS Dean will consult with the CCS Fixed-Term Promotion committee and make a final recommendation to the Office of the Provost, according to the timetable for the academic year in question.

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<sup>i</sup> This form is required to be submitted for fixed term promotion. The portfolio needs to be in one PDF document and bookmarked according to central HR/FASA specifications. Below is a list of the items in the correct order and title for the bookmark:

RECOMMENDATION SIGNATURE PAGE (including Section 1A of the new form and formerly D-1, D-1A of the previous Form D)

II SUMMARY INFORMATION

LETTERS FROM DEPARTMENT HEAD, DEAN, OR RPT COMMITTEE (PREFERRED, NOT REQUIRED) ? this will be letter from department head

III A INSTRUCTIONS

III B RESEARCH AND CREATIVE ACTIVITIES

III C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

\*III D ADDITIONAL REPORTING

IV A INSTRUCTION? Is this a duplicate? Above it says “instructions” I am wondering if this is “instruction”?

IV B RESEARCH AND CREATIVE ACTIVITIES- duplicate

IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY- duplicate

IV D ADDITIONAL REPORTING - duplicate

IV E GRANT PROPOSALS

REFLECTIVE ESSAY

C.V.

EXTERNAL REVIEWS

ANNUAL REVIEWS (IN ORDER FROM MOST RECENT)





## Research and Scholarship Guidelines

*May 1, 2019*

### Faculty Expectations

Faculty members are expected to contribute to the research and scholarship mission of the University. These guidelines consider research production and dissemination throughout all phases of a faculty member's career life cycle, across all dimensions of faculty duties, and at all institutional levels. Like research programs and platforms, these guidelines will evolve as we analyze our performance and determine additional means to advance our research and academic mission. The College of Social Science (hereafter, "the College") is large and diverse; thus, research-related metrics are likely to be discipline-specific. *To this end, each unit's by-laws will contain an explicit statement clarifying expectations and describing how research and scholarly outputs are measured to guide faculty along the path to promotion and tenure.*

### *Research across the Faculty Life Cycle*

One goal of the university is to support faculty pursuit of research and scholarship. Faculty across the College are, in most instances, appointed with the expectation that at least 40% of their effort is dedicated towards conducting research and producing scholarly works. We recognize that a faculty member's expertise develops and evolves over a career.

### *Pre-tenure Personal Strategic Plan*

At the beginning of the pre-tenure period, new faculty members should work with their unit's Chair or Director and/or formally assigned mentor(s) to create a personal strategic plan outlining a research trajectory leading to their tenure application. The University and College expect all junior faculty members to establish strong publication records comparable to faculty in their disciplines awarded tenure at other doctoral universities with the highest research activity (Carnegie R1 institutions) and at other Association of American Universities (AAU) institutions. The expectations for external support, including specific funding sources and appropriate amounts, for junior faculty members, should be determined by the unit at the time of initial appointment.

It is understood that individual research plans will vary by discipline and sub-discipline, but they should focus on activities aimed at establishing a successful and long-term research program. The ultimate goal of this pre-tenure agenda is for the faculty member to produce publications to establish a research record and begin to acquire professional recognition within a discipline. The pre-tenure personal strategic plan specifically should map the path towards that goal by describing the types of activities in which pre-tenure faculty plan to engage, with descriptions of the desired results.

The personal strategic plan should be reviewed annually and revised as necessary. During the pre-tenure period (especially around the time of annual reviews), chairs, directors, and/or mentors will work regularly with the pre-tenure faculty member to evaluate progress towards

tenure. Initial pre-tenure personal strategic plans may change over time. In these cases, the pre-tenure faculty should discuss revisions to their personal strategic plan with their mentors or unit administrator. Mentors and unit administrators should work with the faculty member to create a new set of goals that also meet the College's and University's expectations. The typical start-up package for new faculty members is designed to support research program development, so it is important for new faculty members to plan how and when these resources are used.

In addition to disciplinary research, high-quality interdisciplinary and collaborative scholarship are priorities in the College's Strategic Plan. For many units in the College, interdisciplinary/collaborative scholarship is a core value, and is viewed as a complement to disciplinary scholarship. Therefore, high-quality interdisciplinary and collaborative publications, including multiple-authored publications from multiple disciplines, are valued by the College.

### ***Post-tenure Personal Strategic Plan***

Following promotion with the award of tenure, faculty members should strive to remain research active by creating a new personal strategic plan that specifies a set of ongoing and planned activities that will lead to recognized leadership in the field and/or significant professional recognition within their disciplines. These "mid-career" research plans should include specific expectations for publications that are equivalent to faculty in the same disciplines who have been promoted to Professor at other R1 or AAU universities. Increased involvement in interdisciplinary projects offers one way to further develop research plans that hold the potential for generating transformative scholarship while also providing leadership opportunities for post-tenure faculty.

In many (but not all) cases, promotion to Professor may not be appropriate without external research support. The expectations for external support for promotion to Professor, including specific funding sources and appropriate amounts, should be determined through individual discussions with mentors and unit administrators. Research plans should also include a timeline specifying target dates for specific activities, including an application for promotion. During annual reviews, mentors and unit administrators will work with mid-career faculty members to jointly evaluate their progress towards promotion to Professor. Modifications to the mid-career plans will be made as appropriate.

### ***Expectations for Re-appointment, Tenure, and Promotion to Associate Professor (Junior Faculty)***

The Dean's Advisory Council on Promotion, Tenure, and Reappointment examines junior faculty portfolios for evidence of sustained and improving independent scientific and scholarly production. "Independence" generally entails not continuing to heavily collaborate with a doctoral advisor and not being dependent upon other scholars, such as colleagues in the department. Independence may be demonstrated by sole authorship or senior co-authorship in high-quality refereed journals, books published by highly regarded academic presses (all appropriate to their field of expertise), or emerging media of diverse types. Interdisciplinary and collaborative scholarship are valued by the College, and contributions to interdisciplinary efforts are therefore acknowledged in the RPT process according to the expectations defined by each unit. Interdisciplinary and collaborative work are viewed by the College as a complement to core disciplinary scholarship, not as competition. Standards around multiple authorships, lead authorships, novel media, and quality are driven largely by disciplinary norms, professional organizations, and national metric collection

organizations. *A significant part of the evidence of independent intellectual production will be based on work completed while at MSU.*

In addition, the faculty member's record should indicate a positive future research trajectory. The College also expects evidence at the time of the promotion and tenure review that the faculty member has engaged in a sustained and good faith effort to seek external support, where grant availability is consistent with a research agenda and grants would help advance the research. If a candidate is recommended by a unit despite little or no opportunity for external support, the Chair/Director must demonstrate that promotion is consistent with standards prevailing at peer institutions.

Tenure evaluation is both a retrospective evaluation of the faculty member's overall record, including their research, teaching, and service, and a prospective evaluation of their capacity for future accomplishment and leadership in their field. Because external evaluations tend to evaluate candidates for tenure relative to their peers at other universities, junior faculty should also seek to meet or exceed the expectations of junior faculty in their disciplines at peer institutions.

### ***Research Activity Following Promotion & Tenure (Senior Faculty)***

It is expected that senior faculty demonstrate intellectual leadership in their fields and, when appropriate, build multi- or interdisciplinary research teams across units or colleges. Associate Professors and Professors are expected to develop and sustain their national and/or international reputations based on original research, scholarship, and publications or other units of productivity, and to lead externally supported projects whose source and scope is appropriate to their discipline and area of expertise. Unit guidelines will define and maintain standards of productivity for senior faculty. Sabbatical applications should clearly emphasize research and scholarly productivity, such as the anticipation of high-quality refereed journal articles and peer-reviewed chapters in edited books, books published by academic presses, and/or the development of external research applications.

### ***Promotion to Professor***

Promotion to Professor requires that a faculty member has established a well-developed, nationally (and, where appropriate, internationally) recognized body of scholarship and research which demonstrates impact in one or more fields leading to a high level of professional stature. It therefore represents something more than the fact that a faculty member has continued to regularly author articles and seek external support. Rather, it signifies that they have demonstrated leadership in their field through significant scholarship and professional service.

The nature of the scholarly activity, impact, and intellectual leadership that is expected for promotion to Professor will vary across disciplines, but normally includes producing frequently cited articles in the most highly regarded refereed journals, books published by respected academic presses, and/or publications with extensive reach to the professional community and/or public. A sustained record of sponsored research may be necessary to produce such publications, and, if so, leadership on extramurally funded projects is expected. Again, an active interdisciplinary program of research is one important way to demonstrate the kind of scholarly accomplishments expected of full Professors.

In addition, successful applicants will demonstrate leadership in service through: editorial board and/or professional association leadership; journal editorship; election as a Fellow of a professional society; directing sustained research programs, centers, or institutes;

professional awards or prizes; invited articles and lectures; success at recruiting, training, and placement of doctoral students; and/or evidence of influence on public policy or practice. The quality of such achievements is as important as their quantity.

## **Administration**

In order for individual faculty members to maintain the high standards expected of all MSU faculty, both the individual units and the College should set clear and consistent expectations. This section describes some of the initiatives that units should undertake to facilitate faculty accomplishment.

### ***Strategic Plans and By-Laws***

Consistent with the University and College strategic plans, all units are expected to develop and maintain a set of by-laws. The by-laws serve as a statement of that unit's mission, faculty expectations, and decision-making processes. The by-laws should provide a clear set of procedures for annual evaluation, describe associated expectations, and identify the benchmarks that faculty should reach in order to ensure successful and timely reappointment, promotion, and/or tenure. Given the priorities of the College to promote interdisciplinary scholarship, all units should explicitly address this issue in their by-laws.

An essential element of each unit's by-laws is an explicit statement of how research and scholarly output are measured. Measures should consider refereed or peer-reviewed publications, citations, external awards, and similar indicators of excellence. These indicators should include explanations of how they are tracked with justification based on standards accepted within particular disciplines. Expectations regarding research productivity should be informed by disciplinary culture and the scholarly output of a unit's peers (e.g., comparable units in the AAU). At the same time, each unit's plan should provide sufficient flexibility to allow every faculty member to play a productive role, given faculty members' interests and strengths. Units should also allow variation in workload assignments to reflect these considerations.

The prototypical teaching expectation in the college is 4 courses per year. Individual units are given authority over sequencing, stacking, and all scheduling. The College encourages variable teaching load policies in units and supports a range from 0 to 8 courses per year. Variation from the typical should be based largely on research and scholarship production, service obligations, and other opportunities. Unit by-laws should include a statement of the unit's standard workload for research active faculty members and carefully outline the circumstances that would trigger deviations from this norm. It is also important for units to ensure that the assignments of junior faculty, in particular, facilitate the development of their scholarly activities. Examples of such initiatives might include modified assignments, such as reduced instructional responsibilities (e.g., temporary reductions in course load, student enrollment, or course preparation), reduced service assignments, summer research support, preferential access to research assistants or work-study students, and/or help from other support personnel that the department or school can afford.

The necessity for and availability of external support varies across disciplines. Therefore, units should issue clear directives about the importance of extramural funding in assessments of faculty productivity. A determination of the importance of external support should reflect disciplinary standards, which can be gleaned by examining the grant-seeking activities of peer units in peer institutions.

The College expects that each unit will develop and implement a formal mentoring program. A document describing the specifics of the unit's mentoring program should be provided to every new faculty member at the time of their orientation.

### ***Non-Research-Active Faculty***

All faculty members in the tenure system are expected to meet and maintain high scholarship standards. If a tenured faculty member fails to maintain a level of research activity necessary for meeting annual expectations as specified in unit by-laws, the Chair or Director and faculty member will work together to craft a Faculty Development Plan or Performance Improvement Plan that will enable the faculty member to reinvigorate their research program. Such a Faculty Development Plan may include attendance at grant writing workshops, participation in research mentoring activities, and/or other constructive activities agreed upon by the tenured faculty member and their Chair or Director. Additionally, the College may offer inducements (e.g., temporary course releases) to facilitate the revival of a faculty member's research program.

If the faculty member is still unable to meet the scholarship standards stipulated by their unit, that individual will a) be assigned an increased teaching load, b) have a reduced appointment, or c) be assigned other activities as determined by the department chair unrelated to research that better match their current interests and skills. Annual reviews will then reflect the newly revised research, teaching, and service model or appointment structure. Post-tenure review is implemented through several existing policies and procedures (found in the Faculty Handbook). Triggered by three consecutive years of low performance as defined by units' by-laws and recorded in annual reviews, discipline in a variety of forms may be invoked under the "Discipline and Dismissal of Tenured Faculty for Cause" policy.

## DEPARTMENT OF HISTORY BYLAWS. 2022/23

### Preamble:

The Department of History of Michigan State University is a community of scholars, each freely dedicated to the pursuit and dissemination of knowledge. The only proper government for such a community is one which is democratic, which will allow the members of the Department freedom to control their own affairs, and which will guarantee them freedom in the pursuit of their professional goals.

### Article I: The Department Meeting.

- A. The source of authority within the Department is the Department meeting.
- B. The Department meeting shall consist of all permanent faculty of the Department. Permanent faculty are those with the rank of instructor or above whose appointments convey tenure or place them within the tenure system. Permanent faculty shall have full rights and responsibilities in the Department for such purposes as voting in departmental and committee meetings, voting on appointments and curricular changes, and receiving financial support for research and travel. Temporary faculty are those faculty whose appointments are outside the tenure system or who are teaching part-time in the Department. They shall be invited to meetings of the Department where they may participate in discussions but normally shall have no vote. The Department may, by vote of the Department meeting, grant more extensive privileges to individual members of the temporary faculty and shall do so for those temporary faculty who have been hired on the understanding that their appointments will be converted to the tenure system when authorization is received. Those faculty appointed as adjunct faculty shall also be invited to meetings of the Department where they may participate in discussions but not vote. Two duly chosen representatives of the undergraduate majors in History and two duly chosen representatives of the graduate majors in History shall also constitute a part of the Department meeting, where they shall enjoy full rights of participation and voting except on matters of exclusive concern to the faculty. (See Bylaws for Academic Governance.) In computing the total number of faculty upon which a quorum is based, the Chairperson should exclude faculty who have full-time administrative appointments outside the Department; faculty whose teaching assignment is less than 25% in the Department; and faculty on leave. At the beginning of each academic semester the Chairperson, in consultation with the Department Advisory Committee, shall determine the quorum for that semester. If the Department meeting does not reach quorum or loses quorum before completing its agenda, pending motions shall automatically move to a ballot. (A 'ballot' is defined as either a physical document circulated to faculty on paper or a digital instrument. In both cases, individual faculty will be afforded one vote.) At any time during a Department meeting a faculty member may move that a pending motion be referred to a ballot. All ballots shall be considered approved with a simple majority vote.
- C. Department meetings shall be held at least once every term, the date to be fixed by the Department Advisory Committee (DAC) after consultation with the Department Chairperson. Upon written request of three or more members, the DAC and the Chairperson shall issue a call for a Department meeting, unless they decide that the request lacks merit. If the request is denied, the Chairperson and the DAC shall

distribute to the Department a written copy of the request and the reasons for its denial. On the petition of ten members of the Department, the Chairperson and DAC shall call a meeting.

- D. The agenda of the Department meeting shall be fixed beforehand by the DAC after consultation with the Chairperson. Every member of the Department shall be free to request additions to the agenda by bringing the proposed addition to the attention of the DAC. Every member of the Department is also free to raise matters before the Department meeting upon completion of the discussion on the prepared agenda.
- E. The business of the Department meeting shall be conducted in an orderly manner according to the revised Robert's Rules of Order, except as modified by vote of the meeting. Voting in Department meetings shall be by voice or show of hands except for elections which shall be by secret ballot. However, the Chairperson shall order voting by secret ballot on any matter upon the request of one or more members of the Department meeting.
- F. All business conducted during the Department meetings shall be recorded and filed in a departmental file available to every member of the Department.

#### Article II: The Office of Chairperson.

- A. The Chairperson shall be the chief executive officer of the Department and shall be responsible to the Department meeting. The Chairperson shall conduct the administrative business of the Department, shall preside at all meetings of the Department, and may appoint administrative assistants.
- B. Power to select the Chairperson rests with the Board of Trustees upon the recommendation of the President upon nomination by the Dean of the College. It shall be the presumption of the Department that the officers of the University will respect the wishes of the Department as expressed through the procedures established herein.
- C. In the choice of a new Chairperson, the DAC shall call for the election of a special selection committee consisting of six members (two full professors, two associate professors, and two assistant professors-instructors). The committee shall review the existing state of the Department, establish priorities for the Department in its selection of a new Chairperson, and supervise the election of a Chairperson.
- D. The Chairperson so selected shall serve for a term from three to five years and be eligible to serve for more than one term.
- E. The Chairperson shall make an annual report to the Department, setting goals and priorities for the coming year and projecting the departmental program for the ensuing

- five years. The Chairperson shall also act as spokesperson for the Department to the Administration of the College and the University.
- F. The Chairperson shall prepare the Department budget in consultation with the DAC. The Chairperson shall annually publish the existing minimum and maximum salary levels of each rank. The DAC shall give all possible support to the Chairperson to make departmental salaries competitive with those of other universities.
  - G. In case of illness or absence, the Chairperson shall consult with the DAC on the designation of a temporary Chairperson.

### Article III: Department Committees.

There shall be the following Department Standing Committees: the Department Advisory Committee; the Appointments Committee, the Graduate Admissions/Recruit Funding Committee, the Continuing Funding/Graduate Policy Committee, the Annual Review Committee, the Undergraduate Committee, the Awards Committee, and the Endowment Planning Committee. The Chairperson may, with approval of the Department Advisory Committee, appoint ad hoc committees to accomplish specific goals in specified times. All Standing Committees shall meet regularly; meetings shall be open, except when personnel matters are being discussed; agendas and brief minutes shall be posted on the Department Bulletin Board or distributed.

#### A. The Department Advisory Committee:

Membership: The Department Advisory Committee shall consist of five faculty members elected by secret ballot of the entire faculty. Members should be elected to two-year terms of service staggered so that two members are selected in odd-numbered years and three in even-numbered years to ensure continuity. All tenure-stream faculty members, regardless of rank, are eligible to be elected to the DAC. At all times, the DAC shall include at least one full professor, one associate professor, and one assistant professor.

Faculty members may remove themselves from the ballot by written request to the Chairperson. Election is by majority of votes cast. The ballot will be organized to ensure representation from each rank. If no candidates receive a majority, the top candidates will be placed on a run-off ballot. Outgoing DAC members are barred from standing for election for the following two years to ensure broad participation. The Associate Chairpersons shall serve on the DAC in an ex officio capacity. Once a faculty member has served on the DAC she or he is not eligible for a period of three years.

#### Functions:

- (1) The DAC shall advise and consult with the Chairperson on all matters concerning the welfare of the Department;

- (2) The DAC shall prepare the agenda for all Department meetings in consultation with the Chairperson, as well as items for Departmental vote as necessary;
- (3) The DAC shall supervise and conduct all departmental ballot elections;
- (4) The DAC shall approve all course offerings and curricular proposals and/or changes;
- (5) The DAC shall advise the chairperson on membership on all department committees.

All actions of the DAC are subject to review by the faculty at the next department meeting.

B. Remaining History Department Standing Committees:

The Appointments Committee, the Graduate Admissions/Recruitment Funding Committee, the Continuing Funding/Graduate Policy Committee, the Undergraduate Committee, the Endowment Planning Committee, and the Annual Review Committee.

The composition, terms of office, and functions of the Annual Review Committee are contained in Article X of these bylaws.

Membership: Terms of office for each of the remaining five standing committees shall be two years. Membership on these committees shall be selected by the DAC and the Chairperson jointly; in selecting members the DAC and Chairperson shall insure that membership be staggered so that approximately half be appointed each year. Faculty members may request particular committee service, and all faculty not on leave are expected to serve on one standing or ad hoc committee during the academic year. Under normal circumstances no faculty member shall be asked to serve on more than one standing committee at a time or on the same standing committee for more than two terms of office (4 years).

Functions: The charge to each of these standing committees shall be made by the Chairperson with advice from the DAC. The Undergraduate and Graduate Committee shall elect their own chairperson.

Article IV: College and University Committees.

- A. The Department meeting shall elect representatives to the standing College committees and nominate candidates for University committees.
- B. When vacancies occur between elections, the DAC shall be responsible for filling them in an appropriate procedure.

Article V: Terms of Employment.

- A. Candidates for employment as faculty in the Department shall be screened by the Appointments Committee and recommended by majority vote of the Department. The details of employment shall be set by the Chairperson according to the procedures laid forth in the current edition of the University Faculty Handbook.

Appointments Procedures:

1. The appointments committee will solicit feedback from the faculty and graduate students on all candidates for appointment in the department.
  2. After deliberating on the candidates for a position and considering the written advice of members of the department, the committee will prepare a written report to the department on the search. The report should evaluate each candidate and provide guidance for the department in making a decision.
  3. The department will then meet to consider the report of the appointments committee and evaluate the candidates.
  4. Following the department meeting, the appointments committee will make written recommendations to the department on hiring.
  5. The chair will then distribute a written ballot to the faculty on the appointments committee's recommendations.
  6. The chair guided by the departmental ballot will then decide which, if any, of the candidates should be made an offer and proceed accordingly.
- B. Teaching assignments shall be stipulated by the Chairperson in coordination with individual faculty.
- C. All Department members have an obligation not only to scholarship and teaching, but also to service on one Department, and one College or University committee to which they may be named; and to participation in departmental advisory work. In cases where the advisory duties are extraordinarily burdensome, the Chairperson may at his/her discretion award a reduced teaching load.
- D. Salaries and raises shall be established by the Chairperson and the Dean after consultation with the Department's Annual Review Committee, which is described below, in Article X. On all decisions on salary increases, the Department acknowledges its obligation to adhere to University guidelines.
- E. The chairperson shall seek the advice of the DAC on retention offers. Consultation should take place whenever the chairperson is concerned about retention and/or whenever a member of the Department receives an offer of appointment to another institution.

- F. Reappointment: All initial tenure-stream contracts for Assistant Professors are for three years. The tenure clock can be stopped and the initial contract extended under conditions set by the University in Article VI of its Academic Human Resources Policies (<http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Faculty/AcademicPersonnelPolicies/iv-implimentation.htm>).
1. During the Spring Semester before the final year of a faculty member's initial term of appointment, the Department will begin the Reappointment process. The Chairperson shall call a special meeting with the tenured faculty, which will advise the Chairperson on the selection of two tenured colleagues to serve on a review committee. At least one member of the review committee must be familiar with the general area of the candidate's specialization. For reappointment, a candidate must present a record of achievements in scholarship, teaching, and service.
  2. Candidates must demonstrate a strong ongoing commitment to scholarship, evidenced by significant progress towards a book-length manuscript, by scholarly articles and presentations at professional meetings, and by an attempt to generate external funding through grant writing. The emphasis in evaluation will be more on the quality than on the quantity of the candidate's work.
  3. Candidates must also demonstrate success in teaching. Teaching shall be evaluated on the basis of class syllabi, assignments, various aids for teaching, copies of examinations, and student evaluations administered according to Department regulations. Additional information may be gathered, with the consent of the candidate, from class visitations, public lectures where applicable, or letters solicited from former students.
  4. Candidates must also demonstrate fulfillment of the normal service obligations of all faculty members in the department and/or the University and general community.
  5. Each candidate shall also submit a formal self-assessment of his/her development as both a scholar and a teacher and of his/her general role in the Department. In addition, a candidate may wish to call attention to such external evidence of reputation in teaching and/or scholarship as awards, reviews, citations, and standing in professional organizations.
  6. After they have gathered and evaluated all pertinent materials, the review committee shall prepare a written advisory report on the candidate's strengths and weaknesses. The candidate shall be given an opportunity to examine this report in advance of submission and may submit brief written response if he/she wishes. The report shall then be distributed to all members of the tenured faculty who are expected to acquaint themselves directly with the candidate's work. Every candidate for reappointment who wishes to confer with his/her evaluation committee shall have an opportunity to do so before the committee makes its report to the Chairperson of the Department. At least three weeks before the tenured faculty meets, the Chairperson

shall provide every candidate written notification of the time and place of the meeting. Every candidate desiring to confer with his/her ad hoc committee shall notify the Chairperson in writing at least two weeks before the meeting. The Chairperson shall arrange for the conference to take place at least one week before the meeting of the tenured faculty.

7. The review committee's report of the candidate's evaluation shall be the starting point for the assessment of each candidacy at the meeting of the tenured faculty members. At this meeting, confidentiality shall prevail. The disciplinary expectations within History for sustained scholarly work make it imperative for the tenured faculty to evaluate the promise of research in progress as well as scholarship already published. Recommendations for reappointment shall be approved by a vote of all of the tenured faculty members in the Department. Within a week after the meeting of the tenured faculty members, all tenured faculty members will be asked to submit a ballot and written recommendations to the Chairperson for reappointment decision. The votes shall be counted by the Chairperson and one faculty member chosen by the DAC.

#### Article VI: Tenure and Promotion.

- A. Early in Spring Semester (February 1<sup>st</sup> at the latest) any assistant or associate professor may request in writing that he or she be considered for promotion and/or tenure during the following year. The Chairperson, thereupon, shall consult with the tenured faculty at a special meeting to be held in Spring Semester. All the tenured faculty shall meet to consider the requests of any assistant professor; the full professors shall meet to consider the request of any associate professor. In both cases the faculty shall advise the Chairperson on the selection of three tenured colleagues to serve on an evaluation committee. At least one member of the evaluation committee must be familiar with the general area of the candidate's specialization; another member of the committee shall represent an unrelated area. A fourth member of the committee may be a tenured or untenured faculty member of any rank selected by the candidate to ensure that the committee examines all aspects of his/her record. The Chairperson may also serve on any evaluation committee. At the time of the organization of the committee, one committee member shall be designated an affirmative action representative when a woman or minority faculty member is under review.
  
- B. Assistant professors who have not served previously at Michigan State University are appointed initially in the tenure system for a probationary period of four years and may be reappointed for an additional probationary period of three years. Although they may present themselves as candidates for tenure and promotion at any stage within the probationary period, the candidacy for tenure and promotion must be evaluated no later than the sixth year of the probationary appointments. Tenure may be recommended only for candidates who are also recommended for promotion to associate professor or who are already at that rank or above. In the case of a

candidate already at the necessary rank, the purpose of evaluation for tenure will be to confirm that the candidate meets the promotion criteria established for that rank.

- C. For promotion to associate professor, a candidate must present a record of achievements in teaching, scholarship, and service. Candidates must demonstrate a maturing commitment to scholarship, normally evidenced by original contributions in the form of a significant book published or to be published by a rigorous university press or non-university press known for excellence in a field and by peer reviewed scholarly journal articles. Candidates should also provide evidence of a future significant book project and attempts to generate external funding through grant application. The emphasis in evaluation will be more on the quality than upon the quantity of the candidate's work.

For promotion to full professor, a candidate must present a record of achievements in scholarship, teaching, and service. Every candidate for full professor must have a record of substantial publication since promotion to associate professor, normally in the form of a significant book published or to be published by a rigorous university press or non-university press known for excellence in a field and by peer review scholarly journal articles. Candidates should also provide evidence of attempts to generate external funding through grant application. The emphasis in evaluation will be more on the quality than upon the quantity of the candidate's work.

For promotion to associate and full professor, a book will be minimally defined as a completed manuscript, which has been reviewed by readers, and a contract stating a firm commitment by a press to the project with an expected publication date in the near future.

The committee assessing a candidate's potential for future scholarly contributions and his/her position in the field will consider published books and journal articles, work in progress, presentations at professional meetings, the winning of grants and fellowships, the attracting of graduate students, chapters in books, edited collections of articles or sources, and/or the development of significant web-based or other forms of non-print resources.

Evidence of effective teaching at all course levels is required for promotion. Teaching shall be evaluated on the bases of class syllabi, assignments, various aids for teaching, copies of examinations, and student evaluations administered according to the Department regulations. Additional information may be gathered, with the consent of the candidate, from class visitations, public lectures where applicable, or letters solicited from former students.

- D. In evaluating scholarship, the Chair will request names of potential external referees from the candidate. The Chair will solicit letters from at least four scholars on the candidate's list. In addition, the Chair will solicit letters from referees who do not appear on the candidate's list. A minimum of four letters from referees selected by the Chair is required. All referees, whether selected by the chair or by the candidate,

should be prominent scholars in the candidate's field and should hold the rank or a higher rank than the candidate seeks promotion to. To the extent defensible under Michigan law, the identity of external referees is not revealed to the candidates being reviewed, and only faculty members of duly constituted review committees and relevant administrators will read the referee letters. Prior to the solicitation of letters from the referees, each candidate will have an opportunity to inform the Chair if there are individuals in the profession who should not be contacted to referee because of any potential conflict of interest that would preclude a fair and unbiased professional review of the dossier materials.

- E. Each candidate shall also submit a formal self-assessment of his/her development as both a teacher and a scholar, and of his/her general role in the Department. In addition, a candidate may wish to call attention to such external evidence of reputation in teaching and/or scholarship as awards, reviews, citations, and standing in professional organizations. Every candidate for tenure and/or promotion must be able to demonstrate that he/she has fulfilled the normal service obligations of all faculty in the department and/or the University and general community.
  
- F. In view of the impact of computer technology on history and the humanities in general the department recognizes that its promotion guidelines must address achievements in that rapidly developing arena. The new circumstances in this field of technology and the humanities are different enough from the conventional configuration of the history field for promotion criteria to require a separate articulation. When being considered for promotion, a faculty member therefore should signal which, if any, of the dimensions of his/her professional profile (e.g., research, teaching, service/outreach) should be evaluated according to the criteria described below. Whatever the configuration of criteria, however, certain basic assumptions will operate in all cases. These include (i) the candidate must have achieved a national or international standing; (ii) the candidate's work must be evaluated by outside experts selected in the usual manner by the department and the candidate; (iii) the candidate must provide a list of publications with full references to enable faculty here, and the outside experts, to access said work, and (iv) where communal publication has occurred a commentary must be provided to identify the specific authorship contribution of the candidate.

A candidate for promotion (either to the associate or to the full professor rank) who wishes to rely in whole or in part on computer applications and usage in history and related fields as evidence of his/her professional accomplishments must demonstrate a record of work that has earned a national or international reputation of excellence. The self-assessment report required of all candidates will be particularly important in cases of candidates putting themselves forward on the basis of achievements in this field. It should describe the quality and weight of various contributions and how in the candidate's mind these contributions can be fruitfully compared to printed publication of books and articles (keeping in mind the time and effort required for the building up of a corpus of scholarship that is the usual basis for promotion). A key component of the self-assessment should be systematic reference to the ways in which other history

departments and/or departments in related disciplines may have evaluated similar work to that which the candidate is submitting here at Michigan State.

Evidence for scholarship shall include such items as (i) web-based publications with content created by the candidate; (ii) papers delivered; (iii) citations of candidate's work at other web sites and in printed sources, and (iv) indicators that candidate's work is cited and referred to by others working in field .

Evidence for teaching shall include such items as (i) sustained application of new technologies to candidate's own teaching; (ii) use of candidate's methods, expertise and techniques by other instructors or organizations; and (iii) development of web-based resources for general use by the scholarly community.

Evidence for outreach should include such items as (i) development of web-based resources for public audiences; (ii) winning of grants for dissemination of web-based scholarship and teaching methods, and (iii) development of partnerships and linkages with other institutions.

- G. After they have gathered and evaluated all pertinent materials, the evaluation committee shall prepare a written advisory report on both the candidate's strengths and his/her weaknesses, without making any specific recommendations as to tenure and/or promotion. The candidate shall be given an opportunity to examine this report in advance of submission and may submit brief written responses if he/she wishes. The report shall then be distributed to all members of the ad hoc committee responsible for making a recommendation. Members of that committee are expected to acquaint themselves directly with the candidate's work.

Every candidate for tenure and/or promotion who wishes to confer with his/her evaluation committee shall have an opportunity to do so before the committee makes its report to the Chairperson of the Department. At least three weeks before the ad hoc committee meets, the Chairperson shall provide every candidate written notification of the time and place of the meeting. Every candidate desiring to confer with his/her ad hoc committee shall notify the Chairperson in writing at least ten days before the meeting. At least three days before the meeting, the Chairperson shall provide the candidate written notification of the time and place of the conference.

- H. Recommendations for promotion to Associate Professor, for tenure to take place at that rank along with promotion, and for the tenuring of faculty already at that rank, shall be approved by vote of an ad hoc committee of all tenured Associate and full Professors. Recommendations for promotion to full Professor or for the tenuring of faculty already at that rank shall be approved by vote of an ad hoc committee of all tenured full Professors. These ad hoc committees shall use the report of the candidate's evaluation committee as the starting point for the assessment of each candidacy.

The Chairperson shall chair each of the ad hoc committees responsible for making recommendations unless his/her own candidacy is under consideration, in which case the ad hoc committee shall elect a temporary Chairperson for that portion of the meeting. At these meetings a rule of confidentiality shall prevail.

Within a week after the meeting of each ad hoc committee, eligible faculty will be given a ballot and asked to submit a vote and written recommendations to the Chairperson for each tenure and/or promotion decision. For consideration of candidates for promotion to associate professor with tenure, ballots will be provided to all current associate and full professors. For candidates for promotion to full professor, ballots will be provided to all current full professors. The votes shall be counted by the Chairperson and one full Professor chosen by the DAC. Decisions shall be announced by the Chairperson within two weeks

#### Article VII: Faculty Grievance Procedures.

1. Any History faculty member with the rank of professor, associate professor, assistant professor, lecturer or instructor may initiate a grievance procedure, alleging violation of existing policies or established practices by an administrator, by filing a complaint with the FGO pursuant to the procedures set forth in the Faculty Grievance Procedure.
2. Initiation of Grievances and Hearing Procedures
  - 2.1 Initiation of Grievance
    - 2.1.1 A faculty member who feels aggrieved may without delay discuss the matter in a personal conference with the FGO. The FGO shall determine if the grievance falls under the Faculty Grievance Procedure, the University Committee on Faculty Tenure or the Anti-Discrimination Judicial Board.
    - 2.1.2 In order to establish and retain access to the formal hearing mechanisms at the department level, a faculty member must submit a written grievance statement to the FGO within 30 days of his/her first knowledge of the alleged violation.<sup>1</sup>
    - 2.1.3 The grievance statement shall set forth the alleged violation of existing policy or established practices, a concise statement of the facts relevant to the grievance, the name(s) of any administrator(s) whose action is at issue, the approximate date on which the alleged action took place, and the redress sought.
    - 2.1.4 The FGO shall forward a copy of the grievance statement to the administrator(s) named within 10 days of receipt of the grievance.

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<sup>1</sup> For good cause shown, any time limits specified in this document may be waived or extended by the FGO or upon mutual agreement of the parties. References to days in this document are to calendar days.

## 2.2 Informal Resolution

- 2.2.1 The FGO shall investigate the grievance and make every reasonable effort to resolve it informally. The FGO may recommend dropping the grievance as lacking in merit or for other just cause. Such a recommendation, however, shall not be binding on the grievant.
- 2.2.2 Within 30 days of the filing of the grievance statement, the parties and the FGO shall attempt to resolve the grievance informally. If the FGO determines that the grievance cannot be resolved informally, notice shall be provided to the parties. If the faculty member wishes to pursue the grievance, a written request for a formal hearing must be submitted to the FGO within 30 days of such notice. Failure to submit such a request will constitute a waiver of the faculty member's right to pursue the grievance.
- 2.2.3 The FGO shall determine after consultation with both parties the appropriate hearing level (department, college, university) and shall notify the administrator at the appropriate level of the written request for hearing.

## 3. Formal Hearing Procedures

- 3.1 A (department) hearing panel shall be established by the FGO in the following manner:
  - 3.1.1 A hearing panel shall consist of 3 members, drawn by lot from the department faculty. All drawings shall be conducted by the FGO.
  - 3.1.2 The FGO shall notify each party of the names drawn for the hearing panel and within 10 days either party may challenge any member for cause. In addition, each party shall have one preemptory challenge. Cause shall be determined by the History DAC or its designee(s). Challenged members shall be replaced pursuant to the procedures stated in 3.1.1.
- 3.2 The hearing panel shall conduct a hearing according to the procedures stated below and according to guidelines in Articles 3 and 6 of the Faculty Grievance Procedure.
  - 3.2.1 A hearing shall commence within 14 days of the establishment of the hearing panel.

- 3.2.2 The FGO shall assemble the hearing panel and shall supervise selection of the Presiding Officer from among the members of the hearing panel.
  - 3.2.3 The Presiding Officer shall apply the rules of procedure consistent with the guidelines stated in Article 6 of the Faculty Grievance Procedure.
  - 3.2.4 The hearing panel shall decide whether the preponderance of the evidence does or does not support the allegation(s) made by the grievant.
  - 3.2.5 Findings and recommendations of hearing panels shall conform to existing policy and procedures in the department.
  - 3.2.6 Whenever a hearing panel loses a member, the hearing shall be terminated and new panel selected.
  - 3.2.7 Hearing panels shall report their findings and recommendations in writing within 14 days of the completion of the hearing to the FGO, who shall forward them to the grievant, the respondent, and the chairperson of the department.
- 3.3 The chairperson shall provide written notification of his/her decision to the parties to the grievance and to the FGO within 14 days of his/her receipt of the findings and recommendations of the hearing panel. Failure to provide written notification shall result in automatic appeal.
- 3.4 If the grievance is not satisfactorily resolved, either party may appeal the decision within 14 days of the receipt of the decision of the appropriate administrator, in accordance with the procedures established in Article 5 of the Faculty Grievance Procedure.
- 3.4.1 Failure to appeal within the prescribed time shall be deemed acceptance of the decision.

#### Article VIII: Temporary Appointments.

Persons on temporary appointment must consider their appointments as temporary unless otherwise informed in writing by the Chairperson.

#### Article IX: Amendment of the Bylaws.

Any proposed amendment shall be publicized in advance and discussed at a Department meeting. The Bylaws shall be amended by a simple majority vote in a ballot subsequent to the discussion at the Department meeting. (Amendment, approved 10/13/95.)

## Article X: Annual Review.

1. The Annual Review Committee shall conduct an annual evaluation of each faculty member in the Department, as required by University policy. The evaluation shall serve as the basis for the Chairperson's annual written evaluation; it shall serve as the basis for merit salary recommendations; and, in matters of promotion and/or tenure, it shall also serve to advise the Chairperson and the tenured faculty participating in promotion and/or tenure decisions.
2. The basis for evaluation is the Annual Review Worksheet and Faculty Accomplishment Report.
3. The Chairperson will inform each faculty member, in writing, the results of the individual faculty member's annual review. This written review will serve as the basis for discussion with all untenured faculty (to be scheduled in Fall Semester) regarding progress toward promotion and/or tenure. Any other faculty member may discuss his or her written evaluation with the Chairperson.
4. The Annual Review Committee shall consist of five tenure-stream faculty members, four from the ranks of associate or full professor, and one from the rank of assistant professor. The chairperson in consultation with the DAC shall appoint the members of the committee. Members of the DAC are not eligible to serve on the Annual Review Committee. Faculty with less than 50% appointments may opt not to serve on the ARC, if they wish.

The term of service on the committee for full and associate professors will be two years, with two terms expiring each year. The assistant professor shall serve for one year. After service, faculty members will not be eligible to serve for three years. Vacancies for less than a year will be filled in the same manner described above.

5. Each year by the end of fall semester, the committee shall inform the members of the department of the time table for that year. It shall also issue a faculty accomplishment report to guide members of the department in reporting their activities. Collection of materials will be due early in the spring semester and deliberations of the committee shall begin immediately following the due date.
6. All faculty are required to submit the form for evaluation. For faculty who are on leave for one semester of the calendar year under evaluation, the review committee will give a weighted evaluation for the full year based on an evaluation of the term not on leave, as regards teaching and service; as regards research and professional activities, the review committee will make an evaluation based on the full calendar year.

7. In evaluating the activities of the members of the department, the committee shall weight research (including professional activities), teaching, and service by the ratios 5-3-2. Some flexibility in the application of the ratios is permitted in the event of extraordinary performance in one area.
8. In making its recommendations to the chair, the committee shall divide members of the department into four categories:

Exceptional, Very Good, Meeting Expectations, Not Meeting Expectations.

It shall also provide the chair with a written statement of the reasons for its evaluation of each individual. After studying the committee's recommendations, the chair shall notify the committee of any cases in which he/she intends to depart from those recommendations.

9. In the case of faculty members with joint appointments and/or joint assignments with another unit excluding administrative appointments, the committee will examine the total accomplishments of the faculty member in all units. After the committee makes its recommendation, the chairperson will consult with the chairperson/director of the other unit(s).

#### Article XI: Variable Work Assignment Policy

1. Faculty members in the History department are expected to teach two courses per semester on a regular, on-going basis, in addition to the responsibilities in scholarship and service commensurate with appointment at a research-intensive, land grant AAU university. Occasionally, however, various factors may lead to a modification of this 2-2 assignment. For example, a number of faculty members serve the discipline locally, nationally, and internationally, and engage in activities such as editing prominent scholarly journals and directing high-profile on-campus institutes and centers. The chair is free to assign those people less than the normal teaching assignment.
2. If a faculty member receives a grant or fellowship whose funding will permit regularly scheduled courses to be taught without additional department expenditure, s/he is permitted leave.
3. If a faculty member wishes during a certain period to devote more than the normal time to research, s/he is free to discuss with the chair an adjustment in schedule, provided suitable advance notice is given (if possible, at least a year) and a written proposal is submitted. The chair may permit a reduced teaching assignment, but only if that faculty member agrees to accept an increased assignment either before or after the period of reduced teaching, that would make up for the missed courses.
4. A faculty member may also initiate discussion with the chair (at least a year in advance) about increasing his/her teaching assignment for a certain period of time, on the understanding that the annual review committee and the chair will give this

increased teaching due consideration in the weighing of the standard merit categories. If this option is adopted in connection with increased weighing of the teaching component for merit, the faculty member should provide evidence of demonstrated excellence, preferably in the areas of curricular enhancement, pedagogical innovation, or incorporation of new technologies in teaching. Under no circumstances will teaching count for more than twice the other categories of merit. The chair may also initiate discussion with a faculty member about this option.

5. Although discussions of these latter two variations may be initiated by a faculty member, this policy does not support alternative assignments simply as the preference of the individual faculty member. Any arrangement worked out between the chair and an individual faculty member has to take into account department staffing needs. Moreover, the variations discussed here do not alter the criteria for promotion and tenure.

#### Article XII: Joint Appointments and Appointments Involving Programs

- A. The Department of History is supportive of joint appointments and appointments to enhance interdisciplinary programs. The Department is cognizant of the additional burdens that such appointments place on individual faculty members and, thus, as a guiding principle seeks to ensure that faculty members in joint appointments and/or involved in interdisciplinary programs are not disadvantaged by these arrangements.
- B. All tenure-stream faculty members in the Department, regardless of the percentage of their appointment in History, are considered full members of the Department and have an equal vote in all departmental matters. All members of the Department are entitled to the full benefits of that membership, including research and teaching support. Like all other members of the Department, joint appointment faculty may have responsibilities across the entire range of courses, from large enrollment undergraduate classes to seminars at the graduate level.
- C. In all evaluation processes, including the annual review process, reappointment, and promotion, the Department will consider the total accomplishments of the faculty member in all units. Faculty members may submit whatever materials they would like considered in their evaluation. After receiving recommendations from the Department, the chairperson will consult with the chairperson(s)/director(s) of the other unit(s).
- D. For reappointments and promotion, the Department will pursue its own internal process to consider each faculty member regardless of the percentage appointment in History. Individuals will submit full dossiers to the Department and will be fully evaluated by the Department. For individuals who have less than a 50% appointment in History, however, after a departmental level decision has been made, the Department will report to the unit where the individual has the majority of his/her appointment as that unit is responsible for putting forward a recommendation to the

university. The Chairperson will also convey the sentiment of the Department directly to the Dean of Social Science.

- E. Faculty members who are hired as parts of cluster searches to support interdisciplinary programs are expected to participate in those programs during their initial years of service at MSU as outlined in their appointment letters. All faculty members, however, have the same rights of academic freedom. Should their research or teaching interests evolve over time, faculty members who were originally committed to participating in interdisciplinary programs can negotiate different teaching arrangements with the History chairperson. Should a faculty member who was hired to support an interdisciplinary program no longer do so, the Department would be committed to making alternative arrangements to provide comparable support for that program.

**Academic Specialist Status & Promotion Policy**  
**College of Social Science**  
**December 9, 2022**

**I. Introduction**

This document specifies the criteria and procedures used by the College of Social Science (SSC) and its affiliated units in reviewing applications for Academic Specialist Status, Reappointment and Promotion. It follows the university policy on the *Reappointment and Promotion of Academic Specialists* detailed in the Academic Specialist Handbook, particularly Appendix A, which is periodically updated and can be found here:

<https://hr.msu.edu/policies-procedures/faculty-academic-staff/academic-specialist-handbook/index.html>

In the absence of specifically adopted guidelines, the College criteria for academic specialist personnel actions are drawn from the University’s standards.

**Overview of Specialist Appointments**

<b>Appointment Types</b>	Annual Year (AY)	Academic Year (AN)				
<b>Specialist Functional Areas</b> (one can have multiple)	Research	Curriculum Development	Outreach	Advising	Teaching	Admin
<b>Statuses<sup>1</sup></b>	Fixed Term	Continuing System (2, 3-year probationary appointments)	Continuing Status (after completion of 2, 3 year probationary appointments)			
<b>Ranks</b>	Specialist	Senior Specialist				

**II. Hiring**

In addition to the requirements in University policies, the College requires that postings for the academic specialists set the minimum for educational attainment at a master’s degree.

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<sup>1</sup> By MSU policy, an academic specialist who is hired in the continuing system or who is moved from the fixed-term to the continuing system serves two three-year probationary periods. The first probationary period review is for reappointment. The second probationary review is for the award of continuing status. The probationary review is conducted during the Academic Specialist Review process in which the academic specialist and the unit submit Form C to the College.

### **III. Promotion & Status Change**

Advancement is based on an individual's duties in their functional area(s) and depends on an appropriately weighted assessment of that individual in each area of responsibility per their Academic Specialist Position Description Form. The initial or subsequent appointment description (the Academic Specialist Position Description form) defines the basic area(s) in which the individual should devote energy and attention in career progression. Detailed descriptions of these areas are provided in the Academic Specialist Handbook in [Appendix A](#).

#### **A. Fixed Term to Continuing Status *or* Hiring into the Continuing System in SSC**

Academic specialists may have appointments in either the fixed-term system or the continuing system. In the College of Social Science, continuing system academic specialists were historically linked to recurring funds in a unit's base budget. As budget cuts unfolded over the years, most units no longer had the ability to fund continuing system academic specialists with recurring funds. In light of this, the College no longer requires recurring funds to justify continuing-system appointments. The College does require a strong argument that funds (recurring or non-recurring) will be available to fund the position annually for at least the next decade.

Chairs/Directors who wish to post a continuing system academic specialist position or to move a fixed-term academic specialist to the continuing system must submit a funding plan to the College's Chief of Staff and receive approval from the Dean. Plans must provide a justification for a continuing, as opposed to fixed-term, appointment. In addition, the funding plan must include details of the unit's recurring and non-recurring budgets, and an explanation of how the position will be funded under one of these. If the plan is for funding salary under a non-recurring budget, the unit must present contingencies to cut other areas of the unit's budget to ensure the continuation of the academic specialist's salary should budgets tighten in the future. In other words, the Chair/Director must guarantee that the academic specialist's continuing system salary will be prioritized over all other non-recurring budget items.

#### **B. Reappointment in Continuing System**

The initial appointment is for a probationary period of three years. The candidate may be reappointed for an additional probationary period of three years. A recommendation for **reappointment in the continuing system** is based on a review in the second year of the initial probationary period that demonstrates achievements in the academic specialist's functional area(s). For reappointment, the candidate must provide satisfactory performance and consistent professional improvement and effectiveness at Michigan State University and in the College sufficient to demonstrate the promise of continued professional achievement and growth for the remainder of the individual's career as an academic specialist.

#### **C. Reappointment/Awarding with Continuing Status**

A recommendation for awarding continuing appointment status must be based on five years of sustained, excellence in the functional area(s).

For reappointment, the candidate must provide solid evidence of consistent and persistent professional improvement and effectiveness at Michigan State University and in the College

sufficient to demonstrate the promise of continued professional achievement and growth for the remainder of the individual's career as an academic specialist.

#### **D. Promotion to Senior Specialist**

A recommendation for promotion to Senior Specialist must be based on a minimum of five years of excellent annual reviews in the assigned functional duties per the Academic Specialist Position Description form. The College will consider requesting exceptions to university policy for the timeline if an Academic Specialist has accumulated years of service from a similar position in another unit at MSU and demonstrated sustained excellence in that position.

#### **IV. College of Social Science Process for Review:**

Formal guidelines from the Associate Provost's Office regarding the promotion process for Academic personnel are distributed each year. The College and Unit must follow those guidelines each cycle. Unless, otherwise stated in that memo, the procedures that the College and its affiliated units will use for reviewing the reappointment of academic specialists, the awarding of continuing appointment status and promotion to senior academic specialist are as follows:

- A. **Timing-** The reappointment review takes place in the second year of appointment in the continuing system and the review for continuing status takes place in the fifth year. Applying to senior specialist can take place after the fifth year per Academic HR Policy.
- B. **Promotion Dossier-** must include the following:
  1. **Excellent Annual Reviews-** A sustained period (minimum of five years) of excellent annual reviews is required in the position immediately preceding the promotion review. The College will consider requesting exceptions to university policy for the timeline if an academic specialist has accumulated years of service from a similar position in another unit at MSU and demonstrated sustained excellence in that position.
    - a. **Annual Reviews-** Each year, during the required annual performance review, unit administrators should notify eligible academic specialists of the criteria for review and assess the academic specialist's progress in the context of the review timeline. The administrator shall provide a written copy of the annual review to the academic specialist. The administrator should also involve the individual in the drafting of any relevant memoranda of understanding (MoU) between units in the case of a joint appointment or joint assignment and provide a copy with the signature of all parties of the resulting MoU to the College and the individual, so that it may be included in any future review materials.
  2. **Specialist Position Description Form-** For each promotion review, the unit administrator will prepare and present a description of the candidate's assignment including the percentage of duties in their functional area(s) (i.e. any Academic Specialist Position Description forms associated with this position for the review period). This description will form part of the review portfolio and will be distributed to all individuals who evaluate the portfolio.

3. **Form C & Evidence to be Shown in Form C-** A completed University Form C and other required materials as directed by MSU Academic Human Resources. Evidence of the following in Form C:
  - a. **Continual Elevation of Knowledge & Skills Appropriate for the Position:** evidence of this must be provided and, depending on the nature of the position, could include a record of regular participation in university sessions, advanced credentialing, and other documented professional development activities;
  - b. **Engagement with the Profession:** evidence of this must be provided and, depending on the nature of the position, could include a record of external professional development through presentations at state, regional, and/or national meetings/conferences; and/or participation in training/advanced credentialing related to the position;
  - c. **Effective Leadership Beyond the Unit:** evidence of this must be provided and, depending on the nature of the position, could include a record of excellence in College, University and/or external service, such as in impactful mentoring and committee service;
  - d. **Other Demonstrated Excellence in Specialist Category-** Demonstrated excellence in category of appointment, based on position description. For example, a specialist whose primary duties are research may be expected to have generated extramural funding and/or publications.
4. **Letters of support-**
  - a. **Award of Continuing Status or Promotion to Senior Specialist-** In the case of a review to award continuing appointment status and/or promotion to senior specialist, the unit must provide four review letters.
  - b. **Pool of Referees-** The candidate may suggest up to five potential referee names to the unit administrator. The unit administrator will choose two reviewers from the list and two from their own list. The unit administrator should consult with any additional related unit administrator should the academic specialist hold a joint appointment or assignment.
  - c. **Advising, Teaching, Curriculum Development-** For Academic Specialists in these functional areas, at least four letters of support solicited by the Chair/Director are required: one from someone within the unit who has worked directly with the academic specialist (for example, an associate dean, faculty member, or specialist supervisor), and three from peers of the academic specialist outside the unit. It is encouraged that the unit obtain a letter from a peer outside MSU.
  - d. **Research, Outreach-** For academic specialists whose primary duties are research or service/outreach. At least four letters of support solicited by the Chair/Director: one from someone within the unit who has worked directly with the academic specialist (for example, an associate dean, faculty member, or research/outreach collaborator), and three from peers of the academic specialist outside the unit. At least two of the peer letters must be submitted from peers outside MSU and who can assess excellence in this area of research or service /outreach.

5. **Written Statement-** A written statement (up to two single-spaced pages) by the academic specialist is required. The statement is the specialist's opportunity to elaborate on anything not included in the required statement in Form C.
6. **DEI-** In addition to any requirement by the Academic Specialist Handbook or Form C, a DEI statement written (up to two single-spaced pages) by the Academic Specialist addressing their contributions to diversity and inclusion advancing MSU's commitment to inclusive excellence is required.

### C. Review Committees

1. **Unit Level Review-** Following Sections 5.3.1 and 5.3.2 of the Academic Specialist Handbook, a unit review committee will be established to advise the unit administrator about reappointment, award of continuing appointment status, or promotion of the academic specialist. The unit should ensure that the review committee is composed of individuals knowledgeable about the position under review and the Academic Specialist Appointment System and should include at least one academic specialist. An academic specialist from outside the unit can be appointed, if necessary, with a voice but no vote. The committee may also include faculty, members of other academic personnel systems, or University support staff members. The academic specialist under review must be provided an opportunity to confer with the review committee before it provides advice to the unit administrator regarding reappointment, promotion or award of continuing appointment status.

**CSS College Committee.** Each promotion case will be reviewed by the College Promotions Committee for Fixed Term Faculty and Academic Specialists, supplemented as described below. The Review Committee chair will inform the Academic Specialist under review of the committee composition and will provide the opportunity for the Academic Specialist to confer with the committee in the form of a presentation about accomplishments before it concludes its deliberations. Conferencing with the committee is not required. The Review Committee members will review all materials, meet to discuss them, and make a recommendation to the Dean of the College.

**Advising/Teaching/Curriculum Development (Undergraduate Level) -** The chair of the Review Committee will be the Associate Dean for Academic and Student Affairs. If the Associate Dean for Academic and Student Affairs is not a member of the College Promotions Committee for Fixed Term Faculty and Academic Specialists, the committee will be expanded to include them.

**Advising/Teaching/Curriculum Development (Graduate Level),** the chair of the Review Committee will be the Associate Dean for Graduate Studies. concludes its deliberations. If the Associate Dean for Graduate Studies is not a member of the College Promotions Committee for Fixed Term Faculty and Academic Specialists, the committee will be expanded to include them.

**Research/Outreach-** The chair of the Review Committee will be the Associate Dean for Research. If the Associate Dean for Research is not a member of the College Promotions Committee for Fixed Term Faculty and Academic Specialists, the committee will be expanded to include them.

**Appendix A: Suggested Timeline**

Some units may choose to align the academic specialist review process with their other review promotion review processes, which would entail a materials submission deadline the previous spring. If the unit does not do this, then please follow the timeline below. All units must clearly communicate a materials submission deadline in advance, so as to allow the candidate enough time to gather materials and put the dossier together.

**September 1** Units inform Dean's office of candidates for senior specialist

**November 1** Chairs/Directors should send a notification to the College Budget and Human Resources Office by the first Friday of November if they have received a request for a promotion review. The notification should include the name of the specialist and a short statement about years of service and sustained excellence in the position.

**January 1** Establish review committee  
\*If teaching is a portion of the candidate's job description, candidate teaching portfolio due; Conduct teaching observations  
Unit administrator requests referee letters if needed for review

**February 1** Candidate's full dossier due

**March 1** Review committee forwards recommendation to unit administrator

**April 1** **College Deadline** - Reappointment/promotion materials and recommendations due to Dean's office (from unit administrator)

**May 1** **Academic Human Resources Deadline** - Reappointment/promotion materials and recommendations due to Academic Human Resources (from Dean's office)

Specialist notified of decision shortly after the decision.

**Appendix B: Characteristics and Responsibilities of the Academic Specialist** (taken from Academic Specialist Handbook Appendix A)

**ADVISING**

The academic advising category includes individuals who provide advisement on course options and other academically related matters. These academic specialists have responsibilities in an academic department, school or college or in a unit that serves University-wide populations (e.g., Supportive Services, Undergraduate University Division, Honors College). These persons typically:

- provide advice on course and curriculum selection;
- monitor students' programs;
- recommend certification for graduation;
- maintain contact with advisors in other units;
- provide incidental information on the relationship between course selection and career options;
- refer students, when necessary, to other units in the University for assistance with educational, career and personal concerns;
- participate in activities devoted to the retention of students within University programs;
- provide assistance and guidance to students reentering programs;
- may be involved in instructional activities associated with classes, labs and seminars;
- participate, as required by the unit, in professional development activities, both on and off campus, including conferences, workshops and seminars to enhance the ability and knowledge to perform as an advisor;
- participate in department/school, college and University level committees;
- make a significant professional contribution by making scholarly presentations: present papers, lectures or workshops on campus or beyond related to academic advising or training;
- assume leadership roles involving the coordination, supervision and training of new academic advisors.

Examples of materials that might be submitted as part of a dossier in support of the advising portion of a dossier include: workshop, conference, or any other presentation materials or publications (of all kinds related to advising), awards, materials developed in support of advising activities, materials developed in connection with any committee work, evidence of leadership in area, any other materials that are related to advising that would help the committee to understand the quality, scope, and breadth and depth of contributions in this area, evidence of collaborative work with other areas of the College or campus, evidence of diversity, equity, and inclusion (DEI)-related work in this area, evidence of other leadership activities in this area.

## **TEACHING**

The academic specialist in this category is involved significantly in providing instruction for credit in classes, labs, seminars, practica and clinical settings. In general, the goals of any teacher should include the following:

- to promote the intellectual maturation and honesty of the student;
- to promote the mastery of the material by the student;
- to provide appropriate testing and evaluation to allow the student to measure his or her mastery of the material;
- to promote the understanding by the student of how the material relates to the discipline, the profession, society, the world and the universe;
- to promote an appropriate climate for diversity in the classroom and other instructional settings;
- to increase the teacher's mastery of the subject material and the level, breadth and depth of topics taught.

Specifically, the academic specialist or teacher may perform one or more of the following duties:

- teach/assist in teaching credit courses involving classes, labs, seminars, lectures, demonstrations, etc.;
- supervise/train/evaluate students in a practicum or clinical setting;
  - supervise/train/evaluate teaching assistants and other instructional staff;
- provide continuity over time and assist in the resolution of inquiries and problems, especially in courses involving a large number of faculty and staff;
- participate actively and effectively in the development of curriculum and course content;
- consult with others within the University on matters such as advising and curricular development;
- provide cognitive area outreach to K-12 educational system;
- demonstrate leadership abilities, i.e.,
  - has influence on teaching programs and curriculum of the department, school or college;
  - may be the lead teacher in team teaching;
  - may supervise, train and evaluate other teachers.
- represent the academic unit in curriculum, instructional or governance issues;
- make scholarly contributions in relevant cognitive areas and/or in pedagogy;
- make significant contribution to the advancement of the profession and is so recognized by professional peers.

Examples of materials that might be submitted as part of a dossier in addition to the above specified portions of a Teaching Portfolio include: evidence of participation in high-impact, co-curricular activities, materials in support of Honors Options and other similar additional teaching responsibilities, teaching awards, materials in support of teaching related research or creative scholarship, workshop, or conference presentations whether on-campus or for professional organizations, materials related to committee service, materials developed in support of teaching or assessment, other similar teaching-related activities, evidence of collaborative work with other areas of the College or campus, evidence of diversity, equity, and inclusion (DEI)-related work in this area, evidence of other leadership in area.

### **CURRICULUM DEVELOPMENT**

The curriculum development category includes individuals who plan courses or curricula. Usually such responsibilities are undertaken by individuals appointed in colleges, departments, and schools. These persons typically:

- participate and, as relevant, provide leadership in the planning and development of curricula, academic programs, and individual courses;
- participate in the development of instructional materials;
- evaluate research relating to impact of various curricula and instructional techniques on student learning;
- undertake literature reviews, compilation of bibliographies, and assist in gathering up-to-date information and analysis for inclusion in courses and academic programs;
- gather and evaluate curricula and course materials from other institutions to assist in curricula planning and development efforts;

- participate in the development and evaluation of student testing and the evaluation techniques and procedures;
- participate, as required by the unit, in professional development activities, both on and off campus, including conferences, workshops, and seminars to enhance abilities and knowledge in the area of curriculum development;
- make a professional contribution by making scholarly presentations: present papers, lectures, or workshops on campus or beyond related to curriculum development and planning;
- assume, as relevant, leadership roles involving the coordination, supervision, and training of curriculum development specialists;
- represent the unit and college in curriculum planning/development deliberation;
- participate in departmental/school, college and university-level committees.

Examples of materials that may be submitted as part of a dossier in the area of curriculum development may include: instructional or assessment materials that have been developed, evidence of participation in high-impact, co-curricular activities, awards, materials in support of teaching and learning related research or creative scholarship, workshop, or conference presentations whether on-campus or for professional organizations, materials related to committee service, other similar curriculum-related activities, evidence of collaborative work with other areas of the College or campus, evidence of diversity, equity, and inclusion (DEI)-related work in this area, other evidence of leadership in area.

## **RESEARCH**

The academic specialist appointed in this functional area facilitates scholarly research activity of a national and international stature appropriate for a premier land-grant, AAU university. These individuals perform as an independent investigator or in a lead role on research projects, including developing grant proposals and directing the research project with the designation as principal investigator, co-principal investigator or investigator, and/or in performing position responsibilities which require a terminal degree. Individuals in this category typically:

- promote an appropriate climate for creativity/diversity in the research or creative activity setting;
- promote and adhere to intellectual and scholarly honesty;
- conduct independent research or creativity activity as a (co-)principal investigator or is involved in joint research/creative projects on a (co-principal) investigator basis;
- may participate in, manage, operate, and/or maintain instrumental facilities, laboratories, computer systems or bureaus conducting research and/or providing service to a wider audience of researchers or artists within the unit, the University, external agencies, or the general research community;
- contribute significantly to the design and execution of experiments and research/creative projects;
- analyze and interpret data;
- contribute directly and indirectly to the research and creative activity goals and efforts of the unit and/or other University units, external agencies or other external clients;
- may consult with, collaborate with, supervise, train and otherwise support faculty, students, and other clients in the pursuit of research and creative endeavors;

- attract and manage, both individually or in concert with others, resources, i.e., people, funding, materials, etc., necessary to the operation of the individual research or creative project or the research/creative support facility;
- author (or co-author) books, manuscripts, reports and other scholarly instruments reflecting the output of individual research/creative projects and/or research/creative service facilities;
- may serve on graduate student guidance committees;
- present seminars, lectures, papers, posters, etc.;
- present performances, productions, exhibits, events, and/or showings
- may serve as reviewer, editor for journals or other publications;
- may serve as a consultant in the professional field;
- play a key role in securing funding for research/creative activities and equipment;
- is well known and respected outside of Michigan State University and has established a sustained record of important contributions to research proposals, reports, papers, monographs, books or other publications, performances, productions, exhibits, events, and/or showings.

Examples of materials that may be submitted as part of a dossier in the area of curriculum development include: evidence of conducting and overseeing research /creative projects, of applying for internal or external funding/grant proposals, of publications, performances, productions, exhibits, events, and/or showings, and other related scholarly/creative activities from the evaluation period; evidence of participation in, organization of, or leading of research/creative activities (e.g., conferences, performances, exhibits) on or off campus, or in professional organizations and the general research community, evidence of student or faculty/academic staff support or mentoring, of laboratory supervision, of undergraduate or graduate committee service, of honors or awards. Additional materials that might be included are: evidence of outreach, including dissemination of research findings such as conference presentations, guest lectures, workshops, other, and pertinent creative or research-related outreach, evidence of diversity, equity, and inclusion (DEI)-related work in this area, evidence of collaborative scholarly work with other areas of the College or campus, or other leadership in this area.

### **SERVICE/OUTREACH**

The academic specialist appointed in this functional area facilitates service/outreach activities of state, regional, and national stature appropriate for a premier land-grant university. While the service/outreach mission of this University originated in the area of agriculture and the mechanic arts, this emphasis now has broadened to encompass fields such as health, human relations, business, communications, education and government, and extends to urban and international settings. The individual appointed in this category typically:

- effects and promotes the transfer of information, knowledge and expertise from the University to the general public;
- is committed to leadership and excellence in the delivery of technical and educational information and knowledge to off-campus clientele;
- promotes an appropriate climate for diversity in the service/outreach settings;
- develops independent projects/programs or is involved in projects directed by others;

- consults with, collaborates with, supervises, trains and otherwise supports faculty, students and other clientele in the development of service/outreach programs;
- may manage, consult, direct, operate or maintain diagnostic facilities, laboratories, computer systems or bureaus conducting research, and/or providing services to external agencies and the general public;
- authors resource materials, technical fact sheets, reports, manuals, computer programs, manuscripts, books and other educational publications on technology and/or applied research for distribution to the public;
- presents non-credit seminars, lectures, workshops, training, etc. for off-campus client groups;
- writes grants, individually and cooperatively, and manages resources, i.e., people, funding, materials, etc. necessary to carry out service/outreach programs and projects;
- may serve as reviewer for grants and publications and/or editor for newsletters and other publications;
- disseminates to students/professionals/clientele groups relevant research findings and technical information for practical application;
- conduct needs assessment studies and applied research with the ability to work out appropriate solutions for the people and groups involved;
- may be a liaison with, respond to requests from, and/or develop cooperative programs with other universities, agencies and organizations as well as the general public;
- provides program leadership and coordination in the development, execution, monitoring, evaluation and reporting of service/outreach programs;
- assumes significant roles in peer group organizations and professional societies;
- obtains recognition within the University, college, professional groups.

Examples of materials that may be submitted as part of a dossier in the area of service/outreach may include: materials in support of service/outreach activities on-campus, in the local or regional areas or beyond, evidence of collaborative work with other areas of the College or campus that work in service/outreach, materials in support of service/outreach related research or creative scholarship, workshop, or conference presentations whether on-campus, in the community, or for professional organizations, materials related to committee service, evidence of diversity, equity, and inclusion (DEI)-related work in this area, evidence of collaborative scholarly work with other areas of the College or campus, or other leadership in this area.

### **ADMINISTRATIVE RESPONSIBILITY**

An individual appointed in the Academic Specialist Appointment System, in accordance with the Guidelines for Specialist Placements, may also serve in administrative roles related to their functional assignments as an academic specialist. This may involve significant responsibilities in promoting and contributing to the efficient and effective management of the applicable unit or program with the related responsibility of attracting and managing resources, funding, material and/or people to achieve unit/program goals and to maintain administrative accountability. The individual with an appropriate assignment as an academic specialist in one or more of the three previously designated functional areas may be assigned such administrative duties with a relevant title in addition to designation as an academic specialist or senior academic specialist. Examples of such titles could be Assistant to the Dean/Chairperson/Director, Coordinator, plus other relevant academic administrative titles. As is the case for other academic unit

administrators, as relevant, such administrative assignments may involve an annual appointment basis and the assignment of an administrative salary increment.

Examples of materials that may be submitted as part of a dossier in the area of administrative responsibility may include: evidence of supportive work on or leadership of new administrative initiatives, materials in support of related scholarship, workshop, or conference presentations whether on-campus, in the community, or for professional organizations, materials related to committee service, evidence of diversity, equity, and inclusion (DEI)-related work in this area, evidence of collaborative administrative work with other areas of the College or campus, or other leadership in this area.