

**Norms and Guidelines for Promotion for
Teaching Professors
Department of History
UIC**

Approved by a vote of the the Faculty, Nov. 13, 2024

OVERVIEW

In 2023, the University introduced a new specialized professorial track called Teaching Professors. These include faculty at three ranks: Teaching Assistant Professors, Teaching Associate Professors, and Teaching (Full) Professors. As specified in the University Statutes (IX.3.c), faculty in these tracks do not carry tenure eligibility. Promotion in the specialized ranks is meant to provide opportunities for the development of careers at UIC and to recognize and reward excellence in teaching and service.

GENERAL NORMS

In the Department of History, faculty in the teaching ranks are expected to focus the majority of their efforts on teaching and teaching-related activities, and promotion in the track is meant first and foremost to recognize excellence in the classroom. The normal courseload for faculty in the teaching ranks in the Department of History is three courses per semester, or six per academic year. As per Department policy, these are to include courses at a variety of levels.

TEACHING ASSISTANT PROFESSOR NORMS AND EXPECTATIONS

As per LAS guidelines, appointment to the rank of Teaching Assistant Professor is based on the candidate's education, training, and experience in teaching, classroom innovation, student interactions, accomplishments in pedagogy, expert knowledge in a specified field, commitment to service, and efforts relevant to the institutional commitment to diversity, equity, and inclusion. While it is important that the candidate demonstrate efforts across a wide range of performance dimensions, evidence of teaching excellence is the necessary and primary measure of success for all Teaching ranks.

Specific criteria include but are not limited to:

- Ph.D., terminal degree in field, or by campus exception M.A.;
- Excellence in teaching and/or advanced training in the teaching of a specific field supporting the learning process and success efforts of students as evidenced by things like: positive teaching evaluations from students and colleagues, creative and innovative course materials, and consistent achievement of course objectives and student learning benchmarks;
- Effective vision, contributions, and plans in the area of instruction and instruction-related activities, such as innovative approaches to teaching and student interactions, teaching-related professional practice activities and resources for colleagues, mentoring of fellow instructors, and/or directing instruction-related programs;

- Scholarly activities such as: presentations at conferences, contributions to publications in journals, publication of textbooks in reputable presses or as Open Educational Resources (OER), and/or securing internal or external grants to develop curriculum or pedagogy, or advance expert knowledge in a specified field;
- Service to the department, the college, or the university; which may relate to, but is not limited to student recruitment, retention, enrichment, organizations, community building, as well as support and success efforts;
- Examples of scholarship, research, teaching, creative activity, professional development, or service relevant to the institutional commitment to diversity, equity, and inclusion.

TEACHING ASSOCIATE PROFESSOR NORMS AND EXPECTATIONS

Appointment or promotion to rank of Associate Teaching Professor is based on sustained achievement in the candidate's record of teaching, classroom innovation, student interactions, scholarly accomplishments in pedagogy or expert knowledge in a specified field, and service. At a minimum, a candidate for Teaching Associate Professor should be able to demonstrate teaching-related contributions to the college, the campus, and the broader discipline, along with a record of service, and efforts relevant to the institutional commitment to diversity, equity, and inclusion. While it is important that the candidate demonstrate efforts across a wide range of performance dimensions, evidence of sustained teaching excellence is the primary and necessary measure of success for all Teaching ranks.

Specific criteria include but are not limited to:

- Ph.D., terminal degree in field, or by campus exception M.A.;
- Experience at the Teaching Assistant Professor rank or equivalent;
- Excellence in teaching, which supports the learning process and success efforts of students as evidenced by documentation of things such as: positive teaching evaluations provided by students and colleagues, creative and innovative course materials, consistent achievement of course objectives and student learning benchmarks, and the development of new courses that complement the unit's curriculum and vision;
- Effective contributions, informed by developments in the field or discipline, in the area of teaching, such as the training of teachers/clinicians, teaching-related professional practice activities, mentoring of instructors, and/or directing instruction-related programs, resulting in advancing understanding and successful outcomes or techniques;
- Record of broader contributions to pedagogy and/or education, or expert knowledge in a specific field such as: regular presentations at relevant conferences, participation in teaching workshops, publications in relevant journals, publication of textbooks in reputable presses or OERs, and/or securing competitive internal or external grants to develop curriculum or pedagogy, or other relevant, demonstrable advances in a specific field;
- Sustained contributions and leadership in service to the unit, college, university, community engagement, profession, or specific field; which may often relate to, but is not limited to, student and unit recruitment, retention, enrichment, community building, as well as support and success efforts;

- Demonstrated engagement in scholarship, research, teaching, creative activity, professional development, or service relevant to the institutional commitment to diversity, equity, and inclusion.

TEACHING FULL PROFESSOR NORMS AND EXPECTATIONS

Appointment or promotion to the rank of full Teaching Professor is based on continued growth and development in the candidate's record of leadership in teaching, classroom innovation, student interactions, scholarly accomplishments in pedagogy, or expert knowledge in a specified field, and service. At a minimum, a candidate for full Teaching Professor should be able to demonstrate leadership in teaching-related contributions to the college, the campus, and the broader discipline, along with a record of service, and efforts relevant to the institutional commitment to diversity, equity, and inclusion. While it is important that the candidate demonstrate efforts across a wide range of performance dimensions, evidence of sustained teaching excellence is the primary and necessary measure of success for all Teaching ranks.

Specific criteria include but are not limited to:

- Ph.D., terminal degree in field, or by campus exception M.A.;
- Experience at the Teaching Associate Professor rank or equivalent;
- Sustained long-term excellence in teaching supporting the learning process and success efforts of students as evidenced by documentation of things such as: positive teaching evaluations provided by students and colleagues, creative and innovative course materials, consistent achievement of course objectives and student learning benchmarks; and a leadership role in curriculum development, including new courses that complement the unit's curriculum and vision, and contribute to a coherent practical path for degree completion;
- Effective contributions, informed by developments in the field or discipline, in the area of teaching, such as the training of teachers/clinicians, teaching-related professional practice activities, mentoring of instructors, and/or directing instruction-related programs; resulting in advancing understanding or successful outcomes or techniques, and are successfully being implemented in broader ways;
- Record of broader campus-wide and/or externally recognized contributions to pedagogy, education, or expert knowledge in a specified field such as, but not limited to: regular presentations at relevant conferences, participation in or development of teaching workshops, publications in relevant journals, publication of textbooks in reputable presses or OERs, and/or securing competitive internal or external grants to develop curriculum or advance pedagogy, or other relevant, demonstrable advances in understanding or successful outcomes, and/or evidence of broader community recognition of expert knowledge in a specified field;
- Sustained substantive contributions to and leadership in service to the unit, college, university, community engagement, profession, or specific field, such as student and unit recruitment, retention, enrichment, community building, and support/success efforts;

- Demonstrated engagement with scholarship, research, teaching, creative activity, professional development, or service relevant to the institutional commitment to diversity, equity, and inclusion.

THE REVIEW PROCESS FOR PROMOTION

As specified by the College, the Department must:

1. Undertake peer evaluation of a teaching faculty member's teaching at least once a year until promotion, including during the fall semester of the year in which promotion review takes place. Such evaluations will be the responsibility of the Department's Teaching Advisory Committee and must be performed by a tenure-track faculty member at least once before promotion.

2. Require the Executive Committee of the Department to, at the end of each academic year, evaluate the overall performance of each teaching faculty, including reviewing SIT forms and the written evaluation from the Department's Teaching Advisory Committee, in order to make decisions about renewal.

3. Upon occasion of a teaching faculty opting to be promoted, convene a committee of three people, at least two of whom must be tenure-track faculty members. The committee will review five documents required to be provided by the candidate as spelled out by the College:

1. a transmittal form;
2. a copy of the unit's norms for promotion,
3. contract history at UIC;
4. a table of courses taught and selected SIT scores; and
5. a 3-5 page [1500-3000 word] teaching statement describing the candidate's approach to teaching, including detailed descriptions of the candidate's pedagogical style and accomplishments, and concrete examples of what the candidate does in the classroom, teaching challenges he or she has faced and how they were overcome, specific examples of steps the candidate has taken to improve his or her teaching, including response to feedback or use of campus or other teaching support resources. The statement should also describe the candidate's understanding of how his or her teaching fits into the overall curricular organization of the unit and of UIC, and how it meets the needs of our students).

The three-person committee will also review copies of the annual reviews and a portfolio made up of syllabi, all peer teaching evaluations, evidence of excellent in teaching (such as a list of awards or honors, and examples of student outcomes such as student awards, publications, performance on common exams, performance at the next level, major student projects, etc.), and evidence of engagement with the discipline and service to the Department.

4. After reviewing the materials, the committee will make a presentation to the Department, which will then vote on the candidate as per the Department's norms regarding all other promotion and tenure cases.

5. If the vote is positive, the Chair of the Department of History will draft a statement referring to the departmental criteria for promotion and include specific reasons for the recommendation, including information about teaching challenges faced by the candidate (including any student complaints) and how they were overcome as well as descriptions of the candidate's particular strengths and contributions to the unit. Scholarly profile will also be noted as an important component in the successful teaching of history.