

DEPARTMENT OF HISTORY
BYLAWS
Revised: *1 November 2015*

I. Department Administrative Structure

A. Chair

The Department Chair serves as liaison between the faculty and the administration and manages day-to-day affairs in the department office. The Chair presides over monthly department meetings, possesses financial signatory power, supervises office staff, hires and arranges the supervision of adjunct instructors, addresses grievances, and represents the department at public events. Chairs are normally elected by full-time, tenured and tenure-track faculty, subject to approval by Dean of the College of Arts and Sciences and the Office of the Provost.

B. Committees

The Department of History expects *full-time faculty* to contribute to the wellbeing and mission of the Department, College, and University by participating in service activities. Professional collegiality begins at the department level. All regular faculty, therefore, are required to actively and responsibly participate in the six committees described below. At the beginning of the academic year, the chair will assign faculty to each committee.

1. Department Advisory and Salary Committee

The Salary Committee consists of three tenured/tenure-track faculty assigned on a one-year, rotating basis. Its purpose is to advise the Department Chair on annual faculty salary adjustments and the distribution of research funds allotted by the College or University to the department.

2. Scheduling Committee

The Scheduling Committee prepares the semester schedule of classes.

3. Undergraduate Student Advisory Committee

The Undergraduate Advisory Committee serves as the primary faculty contact for students in the Bachelor of Arts in History program. Its members oversee recruitment efforts, monitor the progress of individual students, and maintain the department's Undergraduate Handbook.

4. M. A. Advisory Committee

The Graduate Advisory Committee serves as the primary faculty contact for graduate students in

the Masters of Arts in History program. Its members review program applications, oversee curriculum and student recruitment, monitor the progress of individual students, and maintain the Handbook for Graduate Students in History.

5. Interdisciplinary Ph.D. (I. Ph.D.) Advisory Committee

The I. Ph.D. Advisory Committee serves as the primary faculty contact for graduate students in the I. PhD. Program. Its members review graduate curriculum, oversee student recruitment, monitor the progress of individual students, and maintain the department's Interdisciplinary Ph.D. guidelines.

6. Promotion and Tenure Committee

The Department of History Promotion and Tenure Committee (P&T Committee) consists of all tenured faculty who possess academic rank higher than that of the candidate. All deliberations of the P&T Committee are consistent with the UM system (Collected Rule and Regulation 320.035), College and University (Chancellor's Memorandum #35) timetables and policies on procedure. The committee sets its own rules of procedure and chooses its own chairperson. Until a chairperson is chosen, the senior member presides. The Department Chair does not sit on the P&T Committee.

C. Ad hoc Committees

The Chair may appoint temporary, ad hoc committees when necessary to address department issues that do not fall under the purview of any of the permanent committees.

II. Annual Faculty Reviews for Tenured and Tenure Track Faculty

A. Procedures for annual reviews for salary recommendation, and for faculty on probationary status in tenure-track positions (see section III), are intended to be consistent with University of Missouri policies and procedures. If any inconsistencies occur, the University rules, such as those identified in Collected Rule and Regulation 320.035 Chancellor's Memorandum #35, as well as guidelines from the Dean of the College of Arts and Sciences, take precedence. Current versions are available through the UMKC Provost's website. Departmental processes are intended to complement those at higher levels of review within the institution.

B. The department is concerned with the professional development of each and every faculty member as well as the ability of the unit as a whole to meet the missions of our campus. To measure performance, a percentage figure of 40% for scholarship, 40% for teaching, and 20% for service is the department's usual standard. Individual tracks may vary with special circumstances. The sum of the three areas will be rated per the Dean of the College's classifications.

Percentage ratings will be calculated by the three-member, Department Advisory and Salary

Committee and the Chair. The Advisory and Salary Committee will make recommendations for salary adjustments to the Chair, who makes the final determination of recommendations to the Dean.

C. To measure the three areas, the Advisory and Salary Committee, as advocate for each faculty member, will solicit faculty activity surveys for the period under review. The timing of Advisory and Salary Committee activity will coincide with the Dean's request for annual reviews. Only marks of distinction (such as designation as an outstanding teacher in the College or University, significant scholarly publication, or public recognition for outstanding service) will qualify for the highest category.

Examples of contributions in the area of **scholarship**, in print and on-line, include, but are not limited to:

books by reputable and prestigious presses; publication of articles in major disciplinary journals; book manuscript submissions; single or co-edited anthologies; textbooks or document readers; contributions such as book chapters, book reviews and review essays; grants (submitted, pending, approved); editorial appointments; encyclopedia entries; internal review of journal and book manuscript submissions; invited lectures, media and performance; participation in formal proceedings of disciplinary conferences (papers, comments, roundtables); review board memberships; scholarly awards (book and article prizes); public exhibitions; exhibition catalogues; primary source editing and annotation for publication; oral history projects; institutional histories; film making consultation; collaboration with museums and other public agencies; academic and pedagogical web sites; and other on-line forums. Co-authored, co-edited, and joint projects will be weighed commensurate with the faculty member's contribution.

The department strongly supports faculty who present academically rigorous scholarship to the general public. It uses the National Council on Public History, American Historical Association, and Organization of American Historians White Paper (2010) as guide for assessing the academic rigor of public history scholarship.

Assessment tools include, but are not limited to:

published and web reviews in national and international peer-reviewed organs (print and electronic); grant outcomes and internal grant agency reviews; award competitions; internal reviews of published collections; the institutional affiliation of scholarly web sites; and web site tracking statistics.

Examples of contributions in the area of **teaching** include, but are not limited to:

undergraduate instruction (including new preparations, general education courses, PACE/CE courses); graduate instruction (including supervisory committees for thesis and dissertation

preparation; non-thesis reading courses; mentoring student papers for conference presentation or publication); development of new courses or modes of instruction (including on-line and hybrid courses); curriculum improvements; and curricular assessment. Recruitment and oversight of student internships; student success in award and grant competitions; placement of students in graduate schools and public history agencies; and development of new concentrations for either undergraduate or graduate programs also constitute areas of possible teaching excellence.

Examples of contributions in the area of **service** include, but are not limited to:

department responsibilities; college responsibilities; campus and University responsibilities; disciplinary recognition (offices, memberships); public and professional service; and community engagement.

Faculty performance is reviewed and appraised each calendar year. The department measures its achievements against norms of the discipline of history nationwide. In order for performance appraisals to be effective, they should be sensitive to the different ways individual faculty fulfill their professional goals in scholarship, teaching, and service. Such measures, moreover, should be consistent with the mission of the department as a whole. In sum, personal objectives as well as those of the unit ought to be congruent, and appraisals will measure attainment of those objectives. The Department Advisory and Salary Committee and Chair will recognize and value the accomplishments and aims of all members of the department.

D. The Department Advisory and Salary Committee and Chair offer in writing merit-based salary recommendations for all faculty and staff. The comparative rankings are shared throughout the department and are made available to individual faculty for review, at least ten days prior to submission to the Dean of the College. The appraisals are also made available to the next year's Advisory Salary Committee. The Chair will make available to interested faculty the Faculty Activity Surveys and Chair's recommendations. The evaluations offer rationale for placing each faculty in the various categories. Each faculty holds the right to dispute the evaluation in a written memorandum to accompany materials sent to the Dean.

III. Annual Faculty Reviews for Non-Tenure Track Teaching Faculty

A. Procedures for annual reviews for salary recommendation, and for faculty in non-tenure-track positions (NTT), are intended to be consistent with University of Missouri policies and procedures. If any inconsistencies occur, the University of Missouri Collected Rules and Regulation, as well as guidelines from the Dean of the College of Arts and Sciences, take precedence. Current versions are available through the UMKC Provost's website. Departmental processes are intended to complement those at higher levels of review.

B. The department is concerned with the professional development of each and every faculty

member as well as the ability of the unit as a whole to meet the missions of our campus. NTT teaching faculty should be dynamic teacher-scholars. They are full members of the department's community of scholar/teachers and participate in all undergraduate and graduate programs. NTT teaching faculty maintain a heavier course load than tenured and tenure-track faculty. To measure performance of non-tenured teaching faculty, a percentage figure of 80% for teaching and 20% for service is the department's usual standard. Individual tracks may vary with special circumstances. The sum of the two areas will be rated, per the Dean of the College's classifications.

C. Percentage ratings will be calculated by the three-member, Department Advisory and Salary Committee and the Chair. The Advisory and Salary Committee will make recommendations for salary adjustments to the Chair, who makes the final determination of recommendations to the Dean.

Evaluation of each non-tenure track faculty member's annual activity should focus on the specific area of appointment: teaching as well as related service activities. The department expects teaching faculty to demonstrate creativity and instructional excellence and to fully integrate current scholarship into the classroom and on-line experience.

Contributions to teaching include, but are not restricted to:

the delivery of heavily enrolled, introductory survey courses (in classroom, online, and hybrid); the monitoring and mentoring of Graduate Teaching Assistants assigned to the survey; the development of new courses – including general education courses; oversight of student interns; the supervision of Senior capstone projects; and membership on Masters and I. Ph.D. committees.

The department uses numerous measurements to gauge the teaching performance of NTT faculty including, but not limited to:

course syllabi; enrollments; student teaching evaluations; peer evaluations; and nominations and selection for teaching awards. Due to the emphasis on instructional excellence, NTT teaching faculty are also reviewed at least once annually by tenured peers. Coordinating the review is the responsibility of the department Promotion and Tenure Committee in conjunction with the department chair.

The department strongly supports faculty who present scholarship in public forums. It uses the National Council on Public History, American Historical Association, and Organization of American Historians White Paper (2010) as guide for assessing the academic rigor of public history scholarship.

Assessment tools include, but are not limited to:

published and web reviews in national and international peer-reviewed organs (print and electronic); grant outcomes and internal grant agency reviews; award competitions; internal reviews of published collections; the institutional affiliation of scholarly web sites; and web site tracking statistics.

Examples of contributions in the area of service include, but are not limited to:

department responsibilities; college responsibilities; campus and University responsibilities; disciplinary recognition (offices, memberships); public and professional service; and community engagement.

IV. Review of Probationary, Tenure-Track Faculty

A. Annual Review

The tenured faculty of the Department of History recognizes the responsibility to monitor the process by which untenured faculty attain tenure. To facilitate the supervision, the tenured professors, acting as a Review Committee, will each year conduct an internal review, and inform in writing the non-tenured faculty of their progress toward departmental recommendation for tenure and promotion. The annual review takes place near the end of the spring semester. It is the responsibility of the P&T Committee and the Chair to alert untenured faculty to deadlines for the submission of faculty activity surveys, accompanied by appropriate supplemental materials. Supplemental materials consist of copies of all written work: publications, drafts, paper presentations, grant proposals, correspondence with presses and reviewers. It is vital that the P&T Committee obtain a full record in order to accurately track and assess the candidate's progress. The standards used to judge performance are those appropriate to the rank to which the faculty member aspires. This view is a component of the faculty development process.

B. Third-Year Review

At the end of the third year, Assistant Professors undergo a formal, standardized departmental and College review. In preparation for the third year review, the junior colleague prepares and submits to the P&T Committee the university's official, two-part promotion and tenure form. The form is accompanied by a complete P&T packet, minus external evaluations, that includes copies of all publications and manuscripts, conference papers, a sampling of teaching evaluations, a statement of teaching philosophy, and a list of service activities. The P&T Committee reviews the submitted packets and determines whether to recommend the untenured professor's continuation along the tenure track, or termination of contract. The P&T Committee also provides the junior colleague with a written appraisal of the submitted packet along with specific recommendations for the successful attainment of the department's recommendation for promotion and tenure at the end of the fifth year.

V. Promotion to Associate Professor with Tenure

In determining eligibility for promotion to the rank of Associate Professor with tenure, the Department of History adheres to the standards and procedures outlined in both Collected Rule and Regulation 320.035 and Chancellor's Memorandum #35.

The primary criteria for promotion to the rank of Associate Professor with tenure are outstanding intellectual qualities as reflected in teaching and scholarship. Additional criteria include professionally oriented public service and service to the department, college, university, and community. Service is expected of every faculty member, but such service will not substitute for teaching and scholarship in matters of promotion and tenure. Candidates for promotion and tenure should demonstrate sustained merit and contributions over an extended period of time. Meeting the expected criteria prior to the end of the fifth year may qualify as exceptional. Candidates who reach this benchmark before the end of their normal probationary period, may be encouraged to apply for early promotion. In unusual circumstances tenure may be recommended for demonstrated excellence in teaching, even in the absence of significant published research.

A. Research

The candidate should show evidence of completion of a professionally respected book manuscript or an equivalent body of other work. For most candidates, this manuscript will be drawn from their dissertation and/or dissertation research. Equivalent materials that might be considered in lieu of a book manuscript are listed in Article II, Section C of these by-laws, and are copied below:

publication of articles in major disciplinary journals; book manuscript submissions; single or co-edited anthologies; textbooks or document readers; contributions such as book chapters, book reviews and review essays; grants (submitted, pending, approved); editorial appointments; encyclopedia entries; internal review of journal and book manuscript submissions; invited lectures, media and performance; participation in formal proceedings of disciplinary conferences (papers, comments, roundtables); review board memberships; scholarly awards (book and article prizes); public exhibitions; exhibition catalogues; primary source editing and annotation for publication; oral history projects; institutional histories; film making consultation; collaboration with museums and other public agencies; academic and pedagogical web sites; and other on-line forums. Co-authored, co-edited, and joint projects will be weighed commensurate with the faculty member's contribution.

The department strongly supports faculty who present academically rigorous scholarship to the general public. It uses the National Council on Public History, American Historical Association, and Organization of American Historians White Paper (2010) as guide for assessing the academic rigor of public history scholarship. Assessment tools include, but are not limited to:

published and/or web reviews in national and international peer-reviewed organs (print and electronic); grant outcomes and internal grant agency reviews; award competitions; internal

reviews of published collections; the institutional affiliation of scholarly web sites; and web site tracking statistics.

1. The P&T Committee will render a qualitative assessment of the book manuscript or material submitted as the equivalent.

2. In determining whether a body of work (such as a number of articles published in refereed journals or chapters in peer-reviewed collections or anthologies) is equivalent to a book manuscript, the P&T Committee will take into account the originality and sophistication of the work, its quantity, and the reputation of the channels through which it was disseminated.

3. A recommendation by the P&T Committee to Associate Professor with tenure reflects the judgment of the majority that the work of the candidate is both quantitatively and qualitatively equal to or better than national standards for the rank.

4. All candidate portfolios for promotion and/or continuous appointment will include recommendations for qualified external peer evaluators. The candidate will submit a list of qualified external peer reviewers to the Department and the Dean as mandated by the office of the Dean of the College of Arts and Sciences. The Chair, on behalf of the department, will submit additional external evaluators as mandated by the office of the Dean of the College of Arts and Sciences.

B. Teaching

The faculty of the Department of History expects each member to work consistently to improve communication with students of the principles of historical analysis and of content central to the topics and periods that the individual teaches. To qualify for the rank of Associate Professor with tenure an individual must present evidence that his/her courses are structured and presented with appropriate sophistication. An individual must also present evidence that students perceive their own intellectual growth and the instructor's concern and contribution to it.

1. In assessing the candidate's contributions to the teaching mission of the university, the P&T Committee will recognize innovative contributions in the revision of existing courses, the preparation of new courses (traditional, on-line, and hybrid), the mentoring of senior capstone projects, supervision of M.A. theses and I. PhD. dissertations, oversight of student interns, and the design of new areas of historical study.

2. The P&T Committee will render a qualitative assessment of teaching competence. In assessing teaching competence the P&T Committee will:

- a. examine course materials generated by the candidate, including course syllabi, handouts, supplemental electronic aids, and assessment instruments;
- b. peruse written statements by the candidate on teaching methods, if the candidate wishes

- to submit a statement;
- c. examine student evaluations of the candidate's performance;
- d. recognize faculty whose students win academic awards and placement in graduate schools;
- e. observe the candidate in the classroom annually and submit a completed department faculty teaching evaluation form to the Chair.

C. Service

1. The P&T Committee will review the extent to which a candidate's service activities have furthered the aims of divisions within the University of Missouri-Kansas City and the goals of public and collegial enlightenment.

2. Only those activities that relate to academic subjects, university life, and intellectual and pedagogic engagement with the metropolitan and regional community are considered. While participation in religious, civic, artistic, and community youth activities is laudable, such activities are personal rather than professional. The P&T Committee looks favorably upon administration of outreach grants, committee work, coordination of conferences and symposiums, engagement with public history agencies, interviews with area and national media outlets, participation in faculty workshops, public lectures, student recruitment and advising.

3. The P&T Committee acknowledges that extension and continuing education activities and public outreach are increasingly vital and important faculty services. Therefore, a candidate's work in extension, continuing education, and community engagement is an important consideration for promotion and tenure.

VI. Promotion to Associate Teaching Professor Without Tenure

The primary criteria for promotion to the rank of Associate Teaching Professor are outstanding intellectual qualities as reflected in teaching and service with emphasis on instructional excellence, classroom creativity, and curricular innovation. Additional criteria include professionally oriented public service and service to the department, college, university, and community. Service is expected of every faculty member, but such service will not substitute for teaching in matters of promotion. Candidates for promotion should demonstrate sustained merit and contributions over an extended period of time. All candidate portfolios for promotion and/or continuous appointment will include external peer evaluations. The evaluators will be chosen by the Dean of the College. The candidate will submit a list of qualified external peer reviewers to the Department and the Dean as mandated by the office of the Dean of the College of Arts and Sciences. The Chair, on behalf of the department, will submit additional external evaluators as mandated by the office of the Dean of the College of Arts and Sciences.

A. Teaching

The faculty of the Department of History expects each member to work consistently to improve communication with students of the principles of historical analysis and of content central to the topics and periods that the individual teaches. To qualify for the rank of Associate Teaching Professor an individual must present evidence that his/her courses are structured and presented with appropriate sophistication. An individual must also present evidence that students perceive their own intellectual growth and the instructor's concern and contribution to it.

1. In assessing the candidate's contributions to the teaching mission of the university, the P&T Committee will recognize innovative contributions in introductory survey course instruction and other course offerings, the preparation of new courses (traditional, on-line, and hybrid), revision of existing courses, the mentoring of senior capstone projects, supervision of M.A. theses and I. PhD. dissertations, oversight of student interns, and the design of new areas of historical study.

2. The P&T Committee will render a qualitative assessment of teaching competence. In assessing teaching competence the P&T Committee will:

- a. examine course materials generated by the candidate, including course syllabi, handouts, supplemental electronic aids, and assessment instruments;
- b. peruse written statements by the candidate on teaching methods, if the candidate wishes to submit a statement;
- c. examine student evaluations of the candidate's performance;
- d. recognize faculty whose students win academic awards, grants, and placement in graduate schools;
- e. observe the candidate in the classroom annually and submit a completed department faculty teaching evaluation form to the Chair.

B. Service

1. The P&T Committee will review the extent to which a candidate's service activities have furthered the aims of divisions within the University of Missouri-Kansas City and the goals of public and collegial enlightenment.

2. Only those activities that relate to academic subjects, University life, and intellectual and pedagogic engagement with the metropolitan and regional community are considered. While participation in religious, civic, artistic, and community youth activities is laudable, such activities are personal rather than professional. The P&T Committee looks favorably upon administration of outreach grants, committee work, coordination of conferences and symposiums, engagement with public history agencies, interviews with area and national media outlets, participation in faculty workshops, public lectures, student recruitment and advising,

3. The P&T Committee acknowledges that extension and continuing education activities and public outreach are increasingly vital and important faculty services. Therefore, a candidate's work in extension, continuing education, and community engagement is an important

consideration for promotion and tenure.

VII. Promotion to Professor

Promotion to the rank of Professor will be recommended if a candidate has demonstrated high professional standards and performance in teaching, research, and service. The candidate also must exhibit the capacity for sustained achievement at a level appropriate to rank. All candidate portfolios for promotion will include external peer evaluations. The evaluators will be chosen by the Dean of the College. The candidate will submit a list of qualified external peer reviewers to the Department and the Dean as mandated by the office of the Dean of the College of Arts and Sciences. The Chair, on behalf of the department, will submit additional external evaluators as mandated by the office of the Dean of the College of Arts and Sciences.

In assessing a candidate's performance, the P&T Committee will be guided by a criteria identical to that used for promotion to Associate Professor with the following exceptions:

A. Research

Full professors are expected to have achieved a national and/or international reputation in their scholarly field. The candidate should show evidence of the completion of two professionally respected book manuscripts or an equivalent body of other work. Equivalent materials that might be considered in lieu of a book manuscript are listed in Article II, Section C of these by-laws, and are copied below:

publication of articles in major disciplinary journals; book manuscript submissions; single or co-edited anthologies; textbooks or document readers; contributions such as book chapters, book reviews and review essays; grants (submitted, pending, approved); editorial appointments; encyclopedia entries; internal review of journal and book manuscript submissions; invited lectures, media and performance; participation in formal proceedings of disciplinary conferences (papers, comments, roundtables); review board memberships; scholarly awards (book and article prizes); public exhibitions; exhibition catalogues; primary source editing and annotation for publication; oral history projects; institutional histories; film making consultation; collaboration with museums and other public agencies; academic and pedagogical web sites; and other on-line forums. Co-authored, co-edited, and joint projects will be weighed commensurate with the faculty member's contribution.

The department strongly supports faculty who present academically rigorous scholarship to the general public. It uses the National Council on Public History, American Historical Association, and Organization of American Historians White Paper (2010) as guide for assessing the academic rigor of public history scholarship. Assessment tools include, but are not limited to:

published and/or web reviews in national and international peer-reviewed organs (print and electronic); grant outcomes and internal grant agency reviews; award competitions; internal

reviews of published collections; the institutional affiliation of scholarly web sites; and web site tracking statistics.

B. Teaching

The department enforces provisions of Chancellor's Memorandum #35 that mandate evidence of superb classroom teaching as a prerequisite for promotion to professor. In recognition of traditional academic freedoms, peer observation is not mandatory but suggested for candidates seeking promotion to professor. Candidates will, however, demonstrate continued regular teaching loads and growth as a teacher since achieving tenure. Their teaching record will also demonstrate proficiency and knowledge in their field. Evidence of this proficiency could include, but is not limited to:

written student evaluations; syllabi from courses taught and/or developed; classroom assignments; observations; reports of guest lecturing and/or team teaching; assessments of advising; teaching awards; and public representations of teaching. Candidates for promotion are also expected to advise and mentor undergraduate and graduate students at the MA and IPHD levels.

C. Service

Service is an important responsibility of all faculty members and remains an essential part of being a good citizen at UMKC. The Department of History values scholarly service to the department, the College, the University, the profession, as well as public service at the local, state, national, or international level. Promotion to professor requires a demonstrated pattern of multi-level service. To that end, those seeking promotion to professor must demonstrate a service commitment beyond the department in college, university, system-wide committees, and to the community and/or profession. Service will be evaluated with respect to quality as well as to quantity. In addition to meeting the expectations of service for those seeking tenure, promotion to professor should include, but is not limited to:

engaged participation in service roles beyond the department, including college and university committee work and an ongoing pattern of professional service roles (such as reviewing books, manuscripts, organizing conference panels, giving public talks, serving as an officer in a professional organization, and serving as a member of an editorial board).

Department of History
Procedures and Precedents
Approved, 6 September 2008

I. Faculty Hiring

Few decisions sustain as weighty a long-term impact on the department as the hiring of new faculty. The department maintains a prioritized list of desirable fields for hiring purposes, but the list always remains subject to negotiation within the department and with the College Dean and University Provost. At the time of a faculty opening, either through retirement, resignation or creation of a new position, tenured and tenure-track faculty collectively designate a field or fields of specialization and compose an advertisement. On rare occasions, new faculty may join the department outside of these procedures as a result of an endowed chair search, a spousal hire, a diversity hire, or due to other special circumstances.

Search Committees and their chairs are appointed by the Department Chair and include, when possible, faculty whose area of expertise is closest to the area of hire.

Unless funding is made available for hiring at a higher rank, new appointments are usually made at the level of Assistant Professor. The faculty of the Department of History require candidates for the rank of Assistant Professor to possess the Ph.D. or equivalent; to exhibit innovative work and potential for national and/or international recognition and publication. Successful candidates must also demonstrate a mastery of their academic field, interdisciplinary training or interests, and competence in the classroom. The faculty expect to make few appointments at a rank lower than Assistant Professor. In a few instances individuals with exceptional records as graduate students, with rare scholarly specialties, or with unique and valued experience, may be appointed at the rank of lecturer.

II. Faculty Mentoring

New and visiting faculty are assigned a faculty mentor by the Department Chair. When possible, the mentor is a tenured faculty member whose field of expertise is closest to that of the new faculty. The mentor meets regularly with the new faculty member and advises on matters of teaching, research, and service. The mentor does not perform a supervisory function, but rather seeks to integrate new colleagues into the life of the department and university. Mentoring activities normally center upon syllabi preparation, classroom instruction, grant opportunities and grant writing, paper presentations, publishing strategies, requirements for tenure and promotion, and preparation for annual reviews, and presentation of the promotion and tenure packet at the third and fifth year reviews.

III. Hiring and Monitoring Adjunct Instructors

The Department of History occasionally hires adjunct faculty to replace a regular faculty member on leave or to fill unexpected vacancies in the schedule of classes. The Department Chair is responsible for the hiring and supervision of adjunct instructors. When hiring is necessary, preference shall be given to matriculating UMKC Interdisciplinary Ph.D. students. In all cases, the hiring of adjuncts occurs on a temporary basis and does not imply a long-term commitment to the adjunct's employment. Each semester the Chair shall designate full-time faculty to attend adjunct-led classes and submit a formal evaluation of teaching. Full-time faculty reviewers may obtain a copy of the adjunct's course syllabus and copies of the adjunct's grading records.

IV. Admissions to the I. Ph.D. Program

The Doctoral Faculty of the Department of History reviews applications for coordinating and co-discipline study in the Interdisciplinary Ph.D. program each spring. Requirements for admission are delineated in the UMKC Graduate Catalogue.

V. Graduate Teaching Assistants

The Department of History is fortunate to maintain a staff of Graduate Teaching Assistants (GTA's). GTA's are appointed during the Winter Semester for a one-year term of service that begins the following Fall Semester. Selection is made by a caucus of regular faculty who teach large, introductory classes, in consultation with the Chair. In most cases, GTA's are assigned to heavily enrolled, introductory, general education classes. GTA duties may vary, but most are assigned weekly discussion sections designed to complement twice-weekly lectures, lead examination review sessions, and assist in the grading of exams. All GTA's are evaluated by the students in their discussion sections at the end of the semester. Faculty who deploy GTA's in their courses serve as teaching mentors and take responsibility for an important component of the graduate student's professionalization. Faculty supervisors will thus submit annual, written evaluations of their GTA's performance to the chair.

VI. Awards and Honors

Nominations for student, staff, and faculty awards and honors are forwarded to the Department Chair who works with appropriate faculty colleagues to assemble nominating materials.

VII. Annual Review of Students

Each spring, prior to summer break, the Chair shall call a department meeting to review the status of individual undergraduate and graduate students who have evidenced poor or problematic academic performance. Individual faculty, or the undergraduate and graduate student advisory committees, may share concerns with colleagues and devise remedial or probationary strategies for individual cases.

VIII. Curriculum

The Department of History is committed to an undergraduate and graduate curricula that is reflective of professional standards of scholarship and pedagogy, internationally and culturally diverse, and designed to foster a deep appreciation of liberal arts education. In addition to updating traditional course offerings, faculty should strive to design and offer new courses in their fields of expertise and contribute to the College's program in general education. The faculty recognize that historical knowledge and analytical skills can be conveyed by numerous means. Both the undergraduate and graduate curriculum are divided by areas of geographic, chronological, and topical concentration. In general practice, new courses are designed by individual faculty in consultation with colleagues whose offerings fall within similar areas of concentration, and then approved by the department as a whole before being forwarded to the College's Curriculum Committee for consideration. General program requirements are reviewed regularly by the department's Undergraduate and Graduate Supervisory Committees and revised periodically by department faculty as a whole.

IX. Community Engagement

Although the Department's primary missions lie in the areas of scholarship and teaching, community engagement is an important focus of our unit. The Department maintains a Center for Midwestern Studies, on-going associations with nearby public history agencies including the Harry S. Truman Library, the Liberty Memorial and Museum, the 18th and Vine Authority, and similar institutions. Faculty are also active in local and regional professional organizations such as the Medieval Association of Mid-America and the Missouri Conference on History. The Department sponsors activities in observance of African-American History Month each February, Women's History Month in March, as well as the annual Richard D. McKinzie Symposium.