

**HISTORY DEPARTMENT**  
**TENURE AND PROMOTION EXPECTATIONS**  
**Revised and Approved May 2020**

**I. Minimum Expectations for Tenure and Promotion to Associate Professor**

Faculty members serving in a probationary status as Assistant Professors on the tenure track are expected to be competent teachers, active in research, scholarship, and/or creative work, and engage in service. The following document clarifies expectations in each of these areas to be considered for tenure and promotion to Associate Professor.

**A. Teaching:**

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

Evidence of successful teaching is demonstrated through:

- a. Organization – Well-developed course syllabi with clearly articulated course goals; course delivery applying appropriate modes of instruction for course type; pacing that allows for student engagement and understanding of material; definition of skills, attitudes, and knowledge that will result from completion of the course.
- b. Assessment – Frequent and timely feedback of student work based on articulated course goals; use of grading rubrics where appropriate.
- c. Rigor – Activities are appropriate for skill and knowledge development; consistent with departmental expectations.
- d. Presentation – Effective and clear communication in both oral and written form.
- e. Currency – Demonstration of continual course development; use of appropriate technologies in promoting the learning environment.
- f. Mentoring – Supervision of Theses/Dissertations, HIST 595, internships, and other student projects.
- g. Learning – Attendance at workshops or conferences focused on teaching or pedagogy.
- h. Compliance – Compliance with System, University and College regulations governing teaching.

Artifacts that should be presented to demonstrate teaching effectiveness include:

- a. Course syllabi and materials (may include assessment of student work and grading rubrics)
- b. Artifacts of student work (especially those papers that result in presentation at professional meetings or are published)
- c. Peer visitation reviews
- d. Student feedback
  - i. Solicited – course evaluations (both numeric summaries and written comments)
  - ii. Unsolicited – student letters, emails, notes
- e. List of Theses/Dissertations/595 students supervised
- f. Internships supervised, if relevant
- g. Charts of Courses taught by term with enrollment figures for each course
- h. Participation in teaching workshops and conferences
- i. Development of existing/new courses and existing/new curricula
- j. Other evidence.

## B. Scholarship

Candidates for tenure and promotion to Associate Professor should demonstrate sustained scholarly activity throughout their probationary period.

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

A minimum of one superior quality venue for Categories 1 or 2 appearing below will satisfy department quality expectations. For Category 3, quality expectations are satisfied by delivering a paper at a minimum of one national or international conference.

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

In all cases, minimum requirements must be met.

Candidates are expected to fulfill all five of the following expectations.

1. A published, academic book in history or an appropriate cognate discipline  
OR  
Three items from the following in any combination:
  - (1) An article published in a peer-reviewed journal for history or an appropriate cognate discipline, or
  - (2) A book chapter published in an edited anthology in history or an appropriate cognate discipline, or
  - (3) A funded, substantial external research grant.

Notes:

- a. The book may not be self-published. Candidates should discuss with their department prior to signing a contract the appropriateness of specific requests for contributions toward funding.
  - b. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.
  - c. The candidate's portfolio must explain what constitutes a substantial grant.
  - d. A candidate who edits an academic book in the appropriate discipline or cognate discipline **and** authors a chapter in that book (not an introduction or forward), will be considered to have completed the expectations of Category I.
  - e. The History Department must resolve any questions regarding the appropriateness of a project (for example, a textbook, a translation, or interdisciplinary work) to a history or cognate discipline.
2. Two items from the following in any combination:
    - (1) A shorter publication appropriate to history or an appropriate cognate discipline,
    - (2) An application for a substantive external research grant, funded or unfunded, or
    - (3) A funded, substantial internal research grant.

Notes:

- a. Shorter publications may include, but are not limited to: book reviews, research notes, articles in reference works, essays in professional newsletters, works in non-referred publications, and computer software.
  - b. Certain longer publications in the above category, such as multiple-page book review essays, may count as two items, if the candidate's department approves.
  - c. The candidate's department must resolve any questions regarding the appropriateness of a project to history or an appropriate cognate discipline.
  - d. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.
  - e. The candidate's portfolio must explain what constitutes a substantial grant.
3. Three presentations at academic or professional conferences of regional, national, or international scope.
  4. Professional engagement with history, such as belonging to academic organizations; organizing, chairing, or serving as a commentator for conference panels; attending academic conferences; a year serving as the lead or primary editor of an academic journal for history or an appropriate cognate discipline; and participating in academic workshops.

Candidates must supply to their department head or to the chair of their committee in the semester prior to the one in which they apply for tenure or promotion to associate professor a list of three to five scholars who may be contacted to provide reference letters concerning the candidate's scholarship. The scholars may not be the candidate's former students nor the chair of their doctoral committee. If academics, the scholars must be tenured.

### **C. Service**

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

Evidence that should be presented for documenting this area include:

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

## **II. Minimum Expectations for Promotion to Full Professor**

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

### **A. Teaching:**

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

Evidence of successful teaching is demonstrated through:

- a. Organization – Well-developed course syllabi with clearly articulated course goals; course delivery applying appropriate modes of instruction for course type; pacing that allows for student engagement and understanding of material; definition of skills, attitudes, and knowledge that will result from completion of the course.
- b. Assessment - Frequent and timely feedback of student work based on articulated course goals; use of grading rubrics where appropriate.
- c. Rigor – Activities are appropriate for skill and knowledge development; consistent with departmental expectations.
- d. Presentation – Effective and clear communication in both oral and written form.
- e. Currency – Demonstration of continual course development; use of appropriate technologies in promoting the learning environment.
- f. Mentoring – Supervision of Theses/Dissertations, HIST 595, internships, and other student projects.
- g. Learning – Attendance at a workshop or conference focused on teaching or pedagogy.
- h. Compliance – Compliance with System, University and College regulations governing teaching.

Artifacts that should be presented to demonstrate teaching effectiveness include:

- a. Course syllabi and materials (may include assessment of student work and grading rubrics)
- b. Artifacts of student work (especially those papers that result in presentation at professional meetings or are published)
- c. Peer visitation reviews, conducted by the department head, at least once each year
- d. Student feedback
  - i. Solicited – course evaluations (both numeric summaries and written comments)
  - ii. Unsolicited – student letters, emails, notes
- e. List of Theses/Dissertations and/or HIST 595 students supervised
- f. Internships supervised, if relevant
- g. Charts of Courses taught by term with enrollment figures for each course
- h. Participation in teaching workshops and conferences
- i. Development of existing/new courses and existing/new curricula
- j. Other evidence.

### **B. Scholarship**

Candidates for promotion to Full Professor should demonstrate sustained activity for the period since promotion to Associate Professor and they will demonstrate outstanding accomplishments in scholarship.

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

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

In all cases, minimum requirements must be exceeded.

Since promotion to Associate Professor, the candidate is expected to have produced:

1. One book published in history or an appropriate cognate discipline;  
OR  
Three items from the following in any combination:
  - (1) An article published in a peer-reviewed journal for history or an appropriate cognate discipline, or
  - (2) A book chapter published in an edited anthology in history or an appropriate cognate discipline, or
  - (3) A funded, substantial external research grant, or
  - (4) A year serving as the lead or primary editor of an academic journal for history or an appropriate cognate discipline.

Notes:

- a. The book may not be self-published. Candidates should discuss with their department prior to signing a contract the appropriateness of specific requests for contributions toward funding.
  - b. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.
  - c. The candidate's portfolio must explain what constitutes a substantial grant.
  - d. A candidate who edits an academic book in the appropriate discipline or cognate discipline **and** authors a chapter in that book (not an introduction or forward), will be considered to have completed the expectations of Category I.
  - d. The History Department must resolve any questions regarding the appropriateness of a project (for example, a textbook, a translation, or interdisciplinary work) to history or cognate discipline.
2. Two items from the following in any combination:
    - (1) A shorter publication appropriate to history or an appropriate cognate discipline,
    - (2) An application for a substantive external research grant, funded or unfunded, or
    - (3) A funded, substantial internal research grant.

Notes:

- a. Shorter publications may include, but are not limited to: book reviews, research notes, articles in reference works, essays in professional newsletters, works in non-referred publications, and computer software.
- b. Certain longer publications in the above category, such as multiple-page book review essays, may count as two items, if the candidate's department approves.
- c. The candidate's department must resolve any questions regarding the appropriateness of a project to history or an appropriate cognate discipline.

- d. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.
  - e. The candidate's portfolio must explain what constitutes a substantial grant.
3. Three presentations at academic or professional conferences of regional, national, or international scope.
  4. Professional engagement with history, including belonging to professional organizations; organizing, chairing, or serving as a commentator for conference panels; attending academic conferences; serving as an officer of a professional organization; serving as the lead or primary editor of an academic journal for history or an appropriate cognate discipline; and participating in academic workshops.

Candidates must supply to their department head or to the chair of their committee in the semester prior to the one in which they apply for promotion to Full Professor a list of three to five scholars who may be contacted to provide reference letters concerning the candidate's scholarship. The scholars may not be the candidate's former students nor the chair of their doctoral committee. If academics, the scholars must be tenured.

### **C. Service**

Faculty members seeking promotion to Full Professor are expected to engage in department, college, and/or university service.

Evidence that should be presented for documenting this area includes:

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