

**HISTORY DEPARTMENT TENURE AND  
PROMOTION EXPECTATIONS  
Re-approved for 2013/14**

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

Faculty members serving in a probationary status 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.

**A. Teaching:**

Since a major percentage of the workload for probationary faculty members in the college is in 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 – Demand and level appropriate for skill and knowledge development; consistent with departmental expectations.
- d. Presentation – Clearly understandable communication in both oral and written form; welcoming attitude of student questions and feedback.
- e. Currency – Demonstration of continual course development; use of appropriate technologies in promoting the learning environment.
- f. Mentoring – Supervision of Theses/Dissertations and other student projects.
- g. Learning – Participation in disciplinary or pedagogical workshops and conferences.

Artifacts that should be presented to demonstrate teaching effectiveness include:

- a. Course syllabi and materials including assessment of student work and grading rubrics
- b. Artifacts of student work
- 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. Theses/Dissertations supervised
- f. Chart of Courses taught by term with enrollment figures for each course
- g. Participation in teaching workshops and conferences
- h. Development of existing/new courses and existing/new curricula
- i. Other evidence.

## B. Scholarship

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

1. A published, academic book in history or an appropriate cognate discipline  
OR two items from the following:
  - (1) an article published in a peer-reviewed journal for history or an appropriate cognate discipline,
  - (2) a book chapter published in an edited anthology in history or an appropriate cognate discipline,
  - (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 department must decide what constitutes a "substantial" grant for the discipline.
  - 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:
    - (1) a shorter publication appropriate to history or an appropriate cognate discipline,
    - (2) an application for a substantive external research grant, 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 department must decide what constitutes a "substantial" grant for the discipline.
3. Three presentations at academic 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; and participating in academic workshops.
5. 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, 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. Other evidence to support your case

## **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 – Demand and level appropriate for skill and knowledge development; consistent with departmental expectations.
- d. Presentation – Clearly understandable communication in both oral and written form; welcoming attitude of student questions and feedback.
- e. Currency – Demonstration of continual course development; use of appropriate technologies in promoting the learning environment.
- f. Mentoring – Supervision of Theses/Dissertations and other student projects.
- g. Learning – Participation in disciplinary or pedagogical workshops and conferences.

Artifacts that should be presented to demonstrate teaching effectiveness include:

- a. Course syllabi and materials including assessment of student work and grading rubrics
- b. Artifacts of student work
- c. Student feedback
  - i. Solicited – course evaluations (both numeric summaries and written comments)
  - ii. Unsolicited – student letters, emails, notes
- d. Theses/Dissertations supervised
- e. Chart of Courses taught by term with enrollment figures for each course
- f. Participation in teaching workshops and conferences
- g. Development of existing/new courses and existing/new curricula
- h. Other evidence.

### **B. Scholarship**

Since promotion to associate professor, the candidate is expected to have produced:

- either** one book published in history or an appropriate cognate discipline;  
**or** two items from the following:
- (1) an article published in a peer-reviewed journal for history or an appropriate cognate discipline,
  - (2) a book chapter published in an edited anthology in history or an appropriate cognate discipline,
  - (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 department must decide what constitutes a "substantial" grant for the discipline.
- 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.

### **C. Service**

Faculty members are expected to engage in service.

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. Other evidence.