

DEPARTMENT OF HISTORY

RETENTION, TENURE AND PROMOTION DOCUMENT

Preamble

This document enunciates the Department of History's expectations of candidates seeking retention, tenure and promotion. The standards described here, while occasionally specific to the discipline of History, are intended to augment University-wide documents outlining requirements for faculty retention, tenure, and promotion. The central question addressed here is: what standard is required of successful candidates for retention, tenure, and promotion in the Department of History?

Standards outlined here support and reinforce the primary mission of the Department of History to provide excellence in teaching and research that significantly enhance the University's ability to carry out its most ambitious educational goals.

1. INSTRUCTION AND INSTRUCTIONALLY-RELATED ACTIVITIES

This category includes teaching *in* a classroom setting, advising, supervision of student research and fieldwork, curriculum development, and other activities related to the goal of educating students.

Essential Criteria:

The Department of History expects that the candidate's teaching record will demonstrate:

1. An ongoing commitment to the development of appropriate pedagogical skills, including continuous updating of course materials reflecting changes in the discipline, and in the candidate's particular field of expertise. Course materials should be appropriate to the design and level of the course, and inform students, in fairly specific terms, what is expected of them.
2. Student evaluations should, on an ongoing basis, reflect favorably on the candidate's ability to organize and present the content of the course, and to provide engaged students with the tools for understanding, and for academic success. Evaluations that fall significantly below department, college, and university averages on a consistent basis will generally be harmful to the candidate's success in the RTP process. However, the Department of History recognizes that student evaluations may be affected by many different factors, including class size, class level,

and unforeseen developments; in that spirit, RTP Committees in this department are urged to look carefully at the entire record of student evaluations and to weigh carefully any unusual circumstance that might affect a given candidate's record.

3. As candidates move through various levels of the RTP process, they should evidence a pattern of growth and development as teachers that can be documented by narrative description, peer review and discussion, and the ongoing development of teaching materials.

4. Candidates are expected to evidence currency in their fields through attendance at discipline-based conferences, interaction with colleagues, and familiarity with major issues and arguments in their respective fields. Currency should also be reflected in the content of class materials, frequent revision of syllabi, and formal or informal presentations for students and colleagues.

5. Since the discipline has long endorsed essay exams and research papers as primary vehicles for the evaluation and assessment of student intellectual growth, candidates' teaching materials should show a commitment to these pedagogical tools, particularly at the upper division level. Candidates should expect that, even in lower division classes, heavy reliance on multiple choice, or Scantron exams will need to be justified to department RTP committees.

6. Candidates records should indicate a willingness to assume an individual share of department responsibility for mentoring, directed studies projects and graduate level committee work, whether for thesis or comprehensive exams.

Enhancing Criteria:

Candidates may enhance their teaching records in ways that include, but are not limited to, the following examples:

1. Participating in departmental or extra-departmental tutoring/mentoring projects.
2. Participating in innovative approaches to teaching and learning, e.g., the Learning Alliance.
3. Directing students connected to internship projects on or off the campus; such projects could include the facilitator program in the department or internships in local history projects.
4. Advising student groups in curricular or extra-curricular settings.
5. Participating in K-12 outreach groups, e.g., Seamless Education.
6. Developing, or assisting in the development of pedagogical techniques related to the discipline.
7. Developing teaching materials directly related to the candidate's teaching assignment, or, more broadly, to the discipline.

2. *SCHOLARLY AND CREATIVE ACTIVITIES*

This category includes scholarship and creative activities demonstrating intellectual and professional growth over time. Department RTP committees will be expected to look for excellence in all areas of scholarship, but also to differentiate between different kinds of work. The Department of History has no single research model for candidates in the RTP process, and encourages RTP committees to pay careful attention to the particular value of an individual candidate's work. Pioneering research in one or more difficult languages should probably be weighted more heavily than publishing a textbook based primarily on the research of others, although both have value as contributions to scholarship. Similarly, candidates whose long-term scholarly output may seem comparatively small, but whose work is nonetheless recognized as groundbreaking by the academic community, should be judged accordingly. A candidate in a specialized field not represented on the department's elected RTP committee, may legitimately request external evaluations of research by appropriate scholars in the candidate's field.

Essential Criteria

The Department of History expects all candidates in the RTP process to provide a record documenting serious and ongoing research project(s) that will result in publication in refereed academic journals, and recognized publishing outlets for academic work. The Department of History expects the record of scholarly and creative accomplishment to reflect the following characteristics: (examples supplied are not exhaustive, but suggestive, of the kinds of evidence candidates could be expected to use in each category)

1. Evidence of a serious commitment to scholarly activities that advance the state of knowledge in the candidate's field(s). This may be demonstrated through publication, presentation of papers at professional meetings, participation in professional associations, and significant contributions to the editing of journals and electronically-published documents in the discipline.

2. An ongoing effort to engage in scholarly activities that serve both the discipline and the ongoing pedagogical development of the candidate. This effort may be demonstrated by review of manuscripts for journals and academic presses, publication of book reviews in recognized academic journals, and contributions to the development of new pedagogical tools in the discipline, such as interactive media. Research into pedagogical issues that affect the discipline, and/or the editing and publication of course materials that have an impact on the discipline are also acceptable in this category.

Enhancing Criteria:

Candidates may enhance records of scholarly and creative activities in ways that include, but are not limited to, the following examples:

1. Grants and awards for research in the discipline.
2. Participation in the grant process as an evaluator or consultant for major grant-giving agencies.
3. Participation on any level in the publication of professional journals, whether departmental (The History Teacher), regional, national, or international.
4. Editorship of, or significant contributions to, a newsletter serving the discipline.
5. Research projects directly related to pedagogy in the discipline.
6. Professional recognition for excellence in research, or research-related activities in the discipline.
7. Planning, or helping to host, an academic conference.
8. Service on boards, or committees of professional organizations in the discipline.
9. Work on grant applications related to the department or discipline.

3. PROFESSIONAL SERVICE

All faculty share collegial responsibilities for governance and administrative duties at departmental, college, and university levels. Professional service provided to the community must be directly or indirectly related to the academic expertise of the candidate in order to be considered in the RTP process at the department level. Consultancies, paid or unpaid, will be evaluated based on a) benefit to the discipline and department, and b) benefit to the mission of the university.

Essential Criteria:

The Department of History expects the service record of candidates to meet the general requirement of active participation in the governing and administration of the department, college, and university.

Candidates may demonstrate service through:

1. Service on assigned and elected department committees.
2. Service as an elected officer of the department.
3. Service as an appointed, or ad hoc committee member in the department.
4. Service on various college and university-wide committees.
5. Providing service to the community in capacities that reflect the expertise of the faculty member, e.g., local history boards, K-12 presentations, or consultancies involving immigration cases.

Enhancing Criteria:

Candidates may enhance the record of professional service in a number of ways, including but not limited to, the following examples:

1. Service on one or more committees of the Academic Senate.
2. Service on one or more ad hoc committees organized by the Provost or other university officials.
3. Authorship, or shared authorship, of major department, college, or university documents, e.g., program reviews, or faculty council bylaws.
4. Organizing outreach, or mentoring student interns based in the community.
5. Participating in innovative, discipline-based programs in learning communities off campus.
6. Authorship of reviews, opinion-editorial page essays, or articles appearing in community newspapers, newsletters, or journals.