

CRITERIA FOR PROMOTION TO FULL PROFESSOR IN THE DEPARTMENT OF HISTORY

The criteria described below reflect the recommendations of the Chairs Advisory Committee and the College Policy Committee on the evaluation of candidates for promotion decisions. All candidates will be evaluated with regard to their contributions in the areas of research, teaching, and service as stipulated in the Dean of Faculties' Academic Guide. It is expected that the candidate should normally be outstanding in at least one of the above categories and be effective in the others. In exceptional cases the candidate may present evidence of a balance of strengths. In all cases, the candidate's total record should be assessed by comprehensive and rigorous peer review. Specifically, the College Promotions Committee and the Dean will use the following criteria in evaluating the relevant categories:

1. If research or other creative work is the primary criterion for promotion, we expect the candidate to have achieved a position of leadership in a substantial field. This must be demonstrated by evidence of letters, both internal and external, and by other pertinent documentation.
2. If the primary criterion for promotion is teaching, it should be comparable to that of the most effective teachers at this institution. The faculty member must have demonstrated a superior ability and interest in stimulating in students (at all levels) a genuine desire for study and creative work. Candidates should also provide evidence of a significant educational impact on their particular discipline, both inside and outside of Indiana University. Evidence of outstanding teaching might include indications of the success of students, student evaluations, publication of textbooks or teaching materials, active participation in organizations devoted to teaching, and so forth.
3. Generally, we do not anticipate that candidates in the College will be put forward for promotion primarily on the basis of their service contributions. However, if there are such exceptional cases, then the documentation should demonstrate an impact of this service on the individual's discipline as well as contributions to this institution.
4. In a balanced case, the candidate's overall contribution to the university must be shown to be comparable in excellence to that of a candidate with a single primary area. In research, this requires evidence of significant contribution to a substantial field. In teaching, it requires evidence of an important contribution to teaching inside this university and, where possible, outside of it. And in service, it requires evidence of significant impact on the university and one's discipline.
5. In all cases, the dossier must demonstrate effectiveness in both research and teaching.

6. It is also expected that all candidates will make a positive contribution to the professional environments of their departments and will make a positive service contribution to the University.
7. There should be strong indications in the dossier that the candidates will maintain and enhance the level of performance on which the awarding of promotion is to be based.

The College Policy Committee has also clarified the populations within which candidates for promotion are to be evaluated. Evaluations of research, creative activity, and teaching are to be made with respect to individuals who have recently received promotion to Full Professor or who will soon be considered for such promotion at major research universities. In addition, the College Policy Committee has formulated a policy for evaluation of classroom teaching stipulating the kinds of information on classroom teaching that must accompany the dossier for promotion.

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