

Procedures and Criteria Concerning Tenure in the Department of History

Faculty appointed to the Department of History on a non-tenured basis will receive at the time of their initial appointment the statement of department procedures and criteria concerning tenure and the Dean of Faculties checklist of materials to be included in a promotion/tenure dossier. Faculty will also receive a copy of the university's Academic Handbook, which includes a statement of the general university policies and procedures regarding tenure and promotion, and a copy of the College of Arts and Sciences Tenure Criteria statement. The department chair will meet with each non-tenured faculty member each spring to discuss progress toward tenure.

Near the end of the fifth year counting toward tenure, the chairperson will establish a committee of three tenured members to review the candidate's record of teaching, research, and service. The candidate will receive the Dean of Faculties' checklist of materials necessary for a tenure dossier. The candidate will submit the materials to the chairperson so that the committee may study them during the late summer. Following the written instructions of the Dean of Faculties and the Dean of the College, the committee and the department chair will collect evidence of the candidate's achievement in teaching, research, and service. Such evidence usually will include: the candidate's statement, letters from colleagues and former students, classroom observations, student evaluations (which will be tabulated numerically and a representative set of comments selected by the tenure committee and included for each course taught), and reviews of the candidate's scholarly work. Eight letters from outside referees will also be solicited, according to College policy: The department will forward to the College a list of twelve outside referees, half selected by the candidate, half by the Department. The Dean will then review the list, indicate his preferences, and return the list to the chair. The candidate will prepare a packet of materials (cv, articles, books) to be mailed to the external referees in May of the fifth year counting toward tenure. All evidence gathered will be assembled in a dossier, which the chairperson and tenure committee will ascertain is complete. The candidate may, if she/he wishes, also examine the dossier.

The tenure committee will prepare a report, signed by the members, and completed in September of the candidate's sixth counted year. At least three days prior to the tenured faculty meeting the candidate will receive a copy of the committee report and will then meet with the chairperson to comment on the accuracy and completeness of the document. All tenured faculty will receive a copy of the tenure committee report three days prior to the tenured faculty meeting, and all will have an opportunity to read the dossier. The tenured faculty will then meet to consider the tenure committee's report and approve such changes as they find necessary to make it a department report. The tenured faculty will vote on the report using paper ballots. The department report then will be added to the dossier, along with the numerical vote. The chairperson will add a memorandum with her/his own recommendations on tenure to the dossier. The chairperson will invite the candidate to read the amended report and the chairperson's memorandum to allow the candidate to make a written response or to correct errors of fact. The dossier will then be sent to the Dean of the College of Arts and Sciences and to the Dean of Faculties, where faculty committees will review it and make their recommendations to the President and Trustees of the university.

The department will recommend for tenure only candidates who are outstanding in at least one of the three categories--research, teaching, and service--and who it judges are doing at least effective work in the other two. In nearly all cases the department will expect an outstanding ranking in the area of research as a condition for tenure. In exceptional cases the Department

may recommend a candidate for tenure who fits the College and University's definition of the "balanced case." Department recommendations on tenure will take into account the future promise and likely progress of the candidate. Like the College of Arts and Sciences, the department will evaluate research and teaching in a context of standards expected for historians who have recently received tenure or who will soon be considered for tenure at major research universities.

DEFINITION OF TERMS

OUTSTANDING

Service: A ranking of outstanding in service requires significant and positive contributions to the department, the university, and to the profession at the regional, national, or international level.

Teaching: A ranking of outstanding in teaching requires performance above the effective teaching expected of all members of the department. The candidate must have demonstrated a superior ability and interest in stimulating student learning, extending to different types of students at various levels, as evidenced in such activities as classroom observation, student evaluations, syllabi, course development, original contributions to pedagogy, conference presentations and publications on teaching. The rank of outstanding requires contributions to teaching that have had demonstrated effect outside the candidate's own classroom.

Research: A ranking of outstanding in research requires the publication of scholarly works that constitute substantial and innovative contributions to the candidate's field of expertise. In most cases, scholarship should take the form of a book-length study, published or accepted for publication, supplemented by refereed articles in scholarly journals. The book or book manuscript and other publications should be judged by tenured colleagues, publication referees, book reviewers, and other specialists as significant contributions to the field in question. The candidate must also show well articulated plans for future research that promises to lead to other significant publications.

EFFECTIVE

Service: A ranking of effective in service requires positive contributions in some of the following areas: service on department, college, or university committees, and service to the profession.

Teaching: A ranking of effective in teaching requires, in addition to assuming the ordinary instructional duties expected of members of the department, effective work in some of the following: course development; helping students develop intellectually; contributions to pedagogy, including publications on teaching. Effectiveness must be documented in statements from the candidate, peer reviews, student evaluations, and other evidence in the dossier.

Research: A ranking of effective in research requires publication or acceptance for publication of original scholarly work, usually in the form of a book, plus some scholarly articles. This ranking also requires a developed plan of future research.

Amended September 19, 2002