

Department Clarifications on Promotion from Associate Professor to Full Professor

While this document conforms to college criteria, it is meant to guide those seeking full professor rank in History. In the following discussion of the three categories of teaching, service, and scholarship it should be understood that excellence is demanded in only two of three categories, one of which must be scholarship.

Teaching

We reaffirm the expectation of a sustained commitment to excellence in teaching, as measured by peer evaluations, course materials, student evaluations, repertoire, etc. We reaffirm, as well, the notion that candidates will participate at all levels of instruction (as needed), including lower division and upper division, undergraduate and graduate, seminar and large lecture, and that they will contribute to the program through the supervision of theses and/or dissertations as opportunity permits. Although the ability to recruit and train graduates will vary according to sub-field and the financial resources for the graduate program, we expect candidates to play a significant role in that program to the extent that their sub-field allows. We recognize that this contribution can vary, from teaching the required historiography course, to minor-field advising, to giving topical seminars.

University, Department, and College Service

Aside from accepting university and college service obligations, we expect candidates for promotion to meet departmental obligations, as well, including evaluating job applicants, assessing tenure files, engaging in departmental decision-making, and generally demonstrating a commitment to the life of the department and its leadership. By leadership, we mean such matters as administrative responsibilities, chairing committees, taking initiatives to advance the department's mission, etc. We understand that faculty with joint appointments or comparable interdisciplinary roles often operate with responsibilities that place extra demands on their scholarship, service, and teaching. They are not asked to shoulder excessive service obligations, and the evaluative committee will be cognizant of valuable service performed beyond the scope of the Department of History.

Professional Service

Both History and college criteria [college's guidelines] indicate that full professors are expected to engage in professional service and leadership. These can take many forms. We expect to see some combination of the following (or similar service):

- Office-holding or substantial involvement in professional organizations.
- Service on program committees or editorial boards.
- Reviewing manuscripts or grant applications for presses, journals and funding sources.
- Serving as an outside evaluator in tenure and promotion cases or in departmental reviews.
- Chairing and commenting on sessions at professional meetings.

We also value work in public history and in broader educational pursuits including:

- Delivering public lectures.
- Consulting with museums or other public historic agencies.
- Consulting with government agencies on professional topics.
- Consulting on documentary films.
- Speaking in public schools or in other senses working with fellow teachers at various educational levels.

In short, in addition to their own original scholarship, candidates for the rank of full professor should demonstrate that they are contributing to the larger profession.

Scholarship

Excellence in teaching and service are necessary, but not sufficient grounds for promotion, nor can they substitute for shortcomings in scholarship. The department expects that (after the publications basic to their promotion to associate rank) candidates for the rank of full professor will have produced a peer-reviewed monograph or book-length study (published by an established university press or by a commercial publisher noted for the publication of scholarly works). The book should be in page proofs and available for distribution to external reviewers by the end of May prior to the year in which the promotion case will be reviewed. It is also expected that candidates will continue to publish substantial, peer-reviewed articles in scholarly journals or comparable chapters in peer-reviewed edited collections. Moreover, we further expect candidates to make presentations of research at national and international conferences (partly to indicate ongoing book-projects). Finally, we expect some evidence (e.g., external peer letters of evaluation, scholarly prizes, invited lectures, prestigious fellowships, activity to secure major external funding, etc.) of the candidate's national or international scholarly reputation.

However, there are various legitimate exceptions and gray areas:

- (1) In some sub-disciplines, particularly in economic history and some areas of social-science history, articles in scholarly journals are understood to be at least as important as book length monographs. Thus, we are open to the argument that, in such exceptional cases, a significant and substantial series of peer-reviewed articles clustered in a single area of inquiry might be the equivalent of a monograph.
- (2) We are aware that there are many sorts of valuable book projects that do not fall within the narrow parameters of the single-author monograph or book-length study. Textbooks, edited volumes, digital projects, and edited collections of documents – to mention just a few examples – can be of great value to the profession and of substantial scholarly significance. Still, in our discipline, such publishing activities cannot replace the central importance of a scholarly monograph or book reflecting original research. We urge our colleagues to map out their scholarly agendas with these observations in mind.
- (3) At the other end of the spectrum, we recognize that all scholarly monographs or books are not equal. We expect that a candidate's book or monograph will have a recognized impact on her/his field, as judged by the external peer-review letters. In cases where the second book does not provide a clear case for promotion we will look more closely at the number and quality of other scholarly activities.

Mentoring Associate Professors

The associate professor has access to advice about promotion through at least three routes. The chair's annual evaluation letter will assess professional progress towards promotion. We also urge associates to consult with senior colleagues as they see fit. We also offer to provide candidates with an optional assessment of their files prior to a formal application for promotion. Each fall the department chair will name a standing committee of three full professors to serve this purpose. Associate professors who are considering promotion may request a formal review from the committee, submitting a *vita* and the requisite publications (or forthcoming manuscript[s]). The committee will make its assessment and then meet with the candidate to provide advice on two issues: (1) The strength of the case. Would they advise the candidate to move forward at that time? (2) The presentation of the case. Should the applicant make any adjustments in how she or he has presented the materials? The committee's role in this process would be purely advisory, made to the candidate alone, and would not become part of the permanent record.

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