

Guidelines for Promotion and Tenure in the Department of History Purdue University

The Department of History is committed to the ideal of the scholar as one who takes a studied, informed, and critical analytical approach to a problem. When we speak of scholars and their scholarship, probably the first connection we make is to the products of that studied approach—various forms of published work. But in our roles as classroom teachers, seminar leaders, and mentors of graduate students, we do not cease to be scholars; we simply manifest our command of a field and of analytical approaches in a manner other than publication. Work for the profession—on editorial boards, as readers of book and article manuscripts, as officers in professional organizations, as readers of competitive grant proposals, and the like—offers further evidence of our status as scholars. Finally, when we bring the force of our experience, knowledge, mastery of a field, and recognized analytical expertise to problems outside of the university, the classroom, and the profession, that, too, offers evidence of scholarship.

As scholars working in an institution of higher education, we recognize that our work affects multiple publics—students who enroll in our courses, colleagues in the profession with whom we engage in dialogue and debate, colleagues in other units on campus, and the local, regional, national, and international communities who make use of our findings. Engagement with these various publics differs from one person to another and certainly from one academic rank to another. Establishing a reputation and a record that demonstrates mastery takes time and evolves as we share the fruits of our investigations with others in our field and with our students. The focus of assistant professors should be primarily on doing the kind of scholarly work that will lead to national recognition for excellence.

The purpose of these guidelines is to foster a climate of interest in and engagement with junior colleagues, who represent the future of the Department of History—in keeping with our stated objectives in the Strategic Plan. First, the guidelines provide untenured assistant professors guidance, feedback on their work as scholars and teachers, and a clear, equitably applied set of expectations for promotion to associate professor with tenure. Second, they provide associate professors with clear direction for promotion to full professor. The guidelines are intended to create a system of accountability. For assistant and associate professors, that means accountability for the professional choices they make in response to the criteria articulated by the Primary Committee. For the Primary Committee, accountability means making determinations in tenure cases based on the ongoing conversations with and assessments of assistant and associate professors and clearly stated criteria for tenure.

I. Guidelines for Promotion to Associate Professor with Tenure

RESEARCH

1. Of utmost importance is an excellent book-length scholarly monograph, well written, persuasively argued, based on appropriate primary sources, engaging appropriate historiography, and published by a reputable press. The book is the foundation on which one builds a national reputation of excellence as a scholar, and it is essential for promotion to associate professor with tenure.
2. While the book is of primary importance, the Primary Committee also expects to see publication of shorter pieces. The most important of these are articles in refereed journals. Book chapters, review essays, book reviews, and encyclopedia/dictionary entries will be considered as additional evidence of scholarly work.
3. The Primary Committee also expects to see evidence of work on the next major project. This evidence can take numerous forms—e.g. published articles, scholarly presentations at professional meetings, fellowship/grant proposals (intramural as well as extramural), other shorter publications.
4. Applications for grants, fellowships, and appointments to research centers from extramural agencies and institutions to support their research serve as additional evidence of a colleague's commitment to research and if awarded will be treated by the Primary Committee as important scholarly contributions.
5. Scholarly presentations at professional meetings at the regional, national, or international level are important for developing a scholarly reputation, for gaining feedback from colleagues in the field on current research projects, for crafting argumentative (monographic) essays that can be amplified and submitted for publication, and for revising chapters of the monograph. Colleagues are expected to make scholarly presentations at professional meetings by the time they are considered for promotion and tenure.
6. The Primary Committee will evaluate the quality of the candidate's scholarship based on their reading of the work, the reputation of the press, the evaluations of outside reviewers, book reviews, letters of recommendation, and the like.
7. The Primary Committee will consider works "in press" as part of the evaluation for tenure. Books are considered "in press" when the author has received final approval for publication by the editorial board, a signed contract from the press, and a letter of commitment from the editor.
8. Scholarship done prior to employment at Purdue will be considered in the same light as work done while employed at Purdue, as part of a career achievement. Evidence of continuous research activity and scholarly productivity is considered important by the Primary Committee.
9. Letters of evaluation by outside reviewers count as concrete evidence of national and international reputation.
10. Electronic publications will be evaluated as scholarship based on the quality of the work itself, whatever evidence can be provided indicating how the work was edited and selected, and subject to the same standards as print media.

TEACHING

1. Evidence of effective teaching should be provided. Effective teaching will NOT be determined solely on the basis of course and instructor evaluations. It should also be based upon:
 - a. Annual assessment by mentor (appointed by the Department Head)
 - b. Observation of classroom work by member(s) of the Primary Committee
 - c. Qualitative measures such as students' written comments on course and instructor evaluations

ENGAGEMENT

Evidence of engagement—in the department, school, university, community, and profession—is desirable.

II. Guidelines for Promotion to Full Professor

The Department of History acknowledges the varieties of achievement among colleagues and recognizes different pathways to promotion to Full Professor. In all cases, promotion is based on scholarship, including the scholarship of research, scholarship of teaching, and scholarship of engagement. The individual faculty member will choose to be considered for promotion on the basis of the one area of scholarship in which she/he has made the greatest impact and has established a national or international reputation.

Evaluation

It is the responsibility of the Primary Committee to evaluate each colleague's case and judge the quality of the work presented in support of promotion. Recognizing that every case is unique and that the University directs the Primary Committee to consider work completed since the last promotion, certain basic expectations apply in all cases.

In most cases a second book is essential for promotion to full professor. The book should be appropriate for the scholarship of research or teaching or engagement and should provide evidence of continued excellence as a scholar.

While the book is of paramount importance, the Primary Committee also expects to see other kinds of publications such as articles in refereed journals, book chapters, book reviews, review essays, or encyclopedia/dictionary entries as evidence of ongoing engagement with scholarship in the field.

Since the University asks the Primary Committee to promote to full professor only those individuals who have received national or international recognition for work in their field, evidence of such recognition must be presented. This evidence will vary from case to case, and obviously the greater the variety of evidence offered, the stronger the case. The Primary Committee expects to see evidence in at least one of the following categories:

- Discussion of the individual's work in historiographical or state-of-the-field essays in journals or edited anthologies
- Invitations from journals and presses to review article submissions or book manuscripts
- Participation on review panels for granting agencies like the NEH, Newberry Library, etc.
- Office(s) held in national professional organizations or service on the editorial board of prominent journals in the field
- Honors such as book/article prize(s), appointments to extramural centers for research, extramural grants or fellowships awarded, invitation to be a distinguished lecturer in an extramural lecture series, etc.
- Reviewing scholars at other institutions for promotion and tenure

The Primary Committee will evaluate the quality of the candidate's scholarship based on their reading of the work, the reputation of the press, the evaluations of outside reviewers, book reviews, letters of recommendation, and the like.

For the purposes of evaluation by the Primary Committee, works "in press" will be considered when the members of the committee have been able to read page proofs before the date of their final vote on the candidacy.

Scholarship done prior to employment at Purdue will be considered in the same light as work done while employed at Purdue, as part of a career achievement. Evidence of continuous research activity and scholarly productivity is considered important by the Primary Committee.

Electronic publications will be evaluated as scholarship based on the quality of the work itself, whatever evidence can be provided indicating how the work was edited and selected, and subject to the same standards as print media.

The Department supports scholars who work at the boundaries of the discipline and/or who bring to their scholarship critical perspectives from other disciplines or interdisciplinary fields.

Regardless of the path that an individual faculty member chooses, a record of effective classroom teaching and conscientious service to the department, college, profession, and university are expected. Since we urge assistant professors to choose engagement activity wisely, it is imperative for associate and full professors to bear the burden of routine departmental, school, and university committee work.

Pathways

The following guidelines identify the kinds of scholarly products that will be considered for promotion under each type of scholarship. The lists of products, however, are meant to be suggestive, not exhaustive. While it is important that each scholar establish a robust body of scholarship, the emphasis is not simply on producing some number of works, but on the quality and impact of the scholarship.

RESEARCH

Normally, promotion to full professor is based on but not limited to the publication of

- a second scholarly monograph
- articles in refereed journals
- book chapters

As evidence of a particularly strong case for promotion to full professor on the basis of research, ongoing participation in the profession is required. Such evidence can consist of presentation of scholarship at professional meetings, commenting on scholarly panels at professional meetings, participation in roundtable discussions of scholarship, committee

work related to scholarship, and the like. Editing or co-editing scholarly publications will be regarded as evidence of ongoing engagement with scholarship in the field.

TEACHING

Normally, promotion to full professor is based on an established peer-reviewed publication record that includes such materials as

- a text book
- articles on pedagogy

Promotion also requires evidence of effective teaching. Effective teaching will NOT be determined solely on the basis of teaching evaluations. It should also include qualitative measures such as:

- Students' written comments on course and instructor evaluations
- Work with graduate students, including directed readings, mentoring, etc.
- Mentoring undergraduates, dean's freshman scholars, honors courses, etc.
- Observation of classroom work by member(s) of Primary Committee.

Evidence should also be provided demonstrating significant educational impact, both within and beyond Purdue University, as manifested in participation in organizations devoted to teaching, organizing conference programs on teaching, and presenting papers on pedagogy at national and international meetings.

ENGAGEMENT

Promotion to full professor on the basis of the scholarship of engagement may take diverse and plural forms, including but not limited to:

- Peer-reviewed individual or co-authored publications, including books and articles
- Other forms of writing and publication

The scholarship of engagement is scholarly work integral to a faculty member's academic area, jointly planned and executed by co-equal university and community partners, that yields products for the public good. This scholarship may take a variety of expressions, including artistic, design, historical, and critical work that contributes to public discourse. It may also include interdisciplinary efforts to advance public engagement in secondary and higher education.

While publications will be peer-reviewed and vetted under the same criteria as those submitted for research and teaching, non-literary forms of scholarship may be vetted by community as well as university commentators to document significant impact on the intended public.

Approved by Purdue University – Department of History: 3/31/10