

## **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 research-based articles in refereed journals. Book chapters, review essays, book reviews, pedagogical pieces, 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.

11. Digital Scholarship will be evaluated in terms of the quality of the presentation and interpretation in a digital medium. Recognizing that digital history differs from traditional print media and from electronic publications (see #10) the Primary Committee may request that an outside reviewer with expertise in digital history evaluate the candidate's digital work.

## **TEACHING**

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

1. Assessment by mentor
2. Observation of classroom work by member(s) of the Primary Committee
3. Students' written comments on course and instructor evaluations

## **ENGAGEMENT**

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

## **MENTORING**

Mentorship is an essential component of faculty responsibility. It can assume different forms in the three areas of Discovery, Learning, and Engagement. The following mentorship activities are suggestive rather than exclusive for Form 36, and faculty should include only those activities that apply to each individual.

### **A. Discovery**

Section A, Items 1 and 2. List and describe undergraduates and graduate students as co-authors on publications, poster presentations and oral presentations. The Wilke Undergraduate Research Internship might lend itself to co-authorship with a mentored undergraduate.

Since historical scholarship is often single-authored, faculty might elaborate upon mentorship and editing activities that help graduate students and undergraduates complete publications and presentations in students' own names, whether in history or in other disciplines.

Item 5. Describe achievements of mentored graduate students (including titles of works), namely funded projects, publications, current position, any other awards or recognition.

Include list of graduate students benefitting from mentoring on thesis committees or research consultation. Maybe include here publications or conference papers that emerged from research seminars, that a faculty member taught and/or encouraged.

Describe activities toward professional development of graduate students, for example, mentoring HIST 611 research papers, involvement with History Graduate Student Association

(HGSA) workshops, works-in-progress, conferences, or money awarded from Promise for graduate student travel, or Purdue Research Foundation (PRF).

## **B. Learning**

Section B, Item 6. “Responsibility for transformative coursework” could include mentoring and serving as a second reader for history honors student theses.

“Responsibility for transformative coursework” could include teaching required undergraduate research seminars HIST 395 and 495. In these classes it is appropriate that instructors advise students on conference, publication, and award opportunities (for example submitting papers to the annual meeting of the Indiana Association of Historians, the annual Clement S. Stacy Memorial Undergraduate Research Conference at Purdue University Northwest, Butler University Undergraduate Research Conference, the Biennial Interdisciplinary Purdue Graduate History conference, the Gordon R. Mork Award in Global History, the Kneale Award in history among the Literary Awards sponsored by the Department of English, the *Journal of Purdue Undergraduate Research*, and many other opportunities listed on the Department of History website).

Describe HIST 590 courses designed and conducted for individual students.

Describe Study abroad courses and coursework.

Transformative coursework might include undergraduate research in Purdue Archives and Special Collections, C-Span Archives, Tippecanoe County Historical Association, etc. especially when such research results in publications or public presentations.

Describe involvement with proposed Mentor Groups (see the document *In Search of More Majors: Paths Forward for Purdue University’s Department of History*), that is, volunteer professor-mentors in charge of perhaps 10 history majors while at Purdue, meeting with them as a group once per semester, and individually as requested. Advising the mentees about research, publication, award, and internship opportunities similar to those listed above might be part of this contribution to mentoring. This might overlap with or help constitute research clusters of undergraduates in particular research courses or Wilke Research Internships.

Describe involvement with student organizations, faculty sponsorship of student clubs (for example Phi Alpha Theta, Student United Nations, Student Historic Preservation club, etc.), and with the National and International Scholarships Office (NISO) to assist students as they prepare applications and interviews for prestigious fellowships such as US Student Fulbright, Marshall and Truman Fellowships.

Describe mentoring graduate students as teaching assistants.

List numbers and types of letters of recommendation provided for undergraduates and graduate students, and other related assistance, for example suggestions for or editing of statements of purpose and resumé.

Describe time spent with students outside of the classroom engaging in professional development consultation and preparation, and educating, mentoring, and counseling students. This could include advising on post-baccalaureate education, internships, study abroad, and professional opportunities. It could also include sympathetic listening, identifying and referring students to appropriate resources including counseling, health services, Disability Resource Center, and completing a Student of Concern Report that allows staff within the Office of the Dean of Students to provide outreach and assistance to students who might need help. Describe involvement in Certificates for additional work outside of class, capstones, and honors contracts.

Describe participation in Impact training programs, Innovate Undergraduate Education Fund for Learning Communities, Boiler Gold Rush, Faculty Fellows, Honors Preceptors, Safe Zone Training, Trans Inclusion Training, and other programs relevant to student mentoring.

### **C. Engagement/extension**

Section C, Items 1 and 2. Describe involvement in assisting or supervising students with public presentations and Digital Humanities projects, and in summer or museum internships. This might include faculty supervision of a student enrolled in HIST 499 History Internship.

Describe efforts to recruit undergraduates through lunches with incoming applicants, or participation in College of Liberal Arts recruiting initiatives.

## **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**

1. 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.
2. In most cases a second book in-hand 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.
3. 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.
4. 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

5. 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.

6. For the purposes of evaluation by the Primary Committee, articles and book chapters "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. Books "in-press" will not be considered.

7. 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.

8. 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.

9. 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.

10. 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**

1. Promotion to full professor under the research pathway is based on but not limited to the publication of a second scholarly monograph based on appropriate primary sources, engaging appropriate historiography, and published by a reputable press.

2. In addition to the monograph, the primary committee expects to see a sustained record of scholarly publications including but not limited to:

- articles in refereed journals produced since promotion to associate
- book chapters produced since promotion to associate

3. Digital Scholarship will be evaluated in terms of the quality of the presentation and interpretation in a digital medium. Recognizing that digital history differs from traditional print media and from electronic publications the Primary Committee may request that an outside reviewer with expertise in digital history evaluate the candidate's digital work.

4. Evidence of 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**

1. Promotion to full professor under the teaching pathway is based on an established peer-reviewed publication record that would usually include a textbook or book on pedagogy.
2. In addition to the book, a strong candidate's portfolio should also include articles on pedagogy in journals, edited collections, or documentary readers.
3. Evidence should also be provided demonstrating significant educational impact, both within and beyond Purdue University, as manifested in Purdue, state, and/or national awards for teaching.
4. Evidence of pedagogical engagement might be seen through participation in organizations devoted to teaching, organizing conference programs on teaching, and presenting papers on pedagogy at national and international meetings.
5. 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:
  - a. Students' written comments on course and instructor evaluations
  - b. Work with the undergraduate program including mentoring students, dean's freshmen scholars, honors courses, etc..
  - c. Work with the graduate program including mentoring students, teaching courses, etc.
  - d. Observation of classroom work by member(s) of Primary Committee.

## **ENGAGEMENT**

1. In rare cases, the scholarship of engagement may serve as the primary pathway for promotion. Engagement is the involvement of one's scholarship beyond the university in order to serve the broader interests of the local, national, and international community.



The scholarly engagement efforts should be directly tied to the candidate's area of expertise. Examples of the scholarship of engagement include, but are not limited to, the following: community-based research/creative activities, applied research, performances, service-learning initiatives, policy analysis, and interdisciplinary efforts to advance public engagement in secondary and higher education.

2. The candidate will have a record of significant involvement in intellectual work that contributes to the public good and that has demonstrated impact through assessment of outcomes. A successful representation of effective engagement will narrate and document these activities and their impact. Demonstration of impact might include a major impact on public policy, widespread citation by others in non-academic as well as academic contexts, public awards, and recognition for contribution to public policy or social action. Further, the candidate should publish in appropriate peer-reviewed venues in order to communicate successful engagement activities and results to public and professional audiences.

3. The department will likely broaden the outside review options to include reviewers from the publics and audiences relevant to the achievements of the candidate.

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