

Department of History
African and African-American Studies Program
Guidelines for Academic Tenure and Promotion

Preamble

In recommending candidates for academic tenure and/or promotion, the Department of History and African and African-American Studies Program (hereafter, “the department”) will operate within the University “Faculty Appointment, Promotion, and Tenure Policies” as set forth in the University Handbook. Nothing contained herein is intended or may be allowed to abrogate these, or the “Retention, Promotion, and Tenure Guidelines” established by the College of Arts and Sciences. The department guidelines offered here provide discipline-specific standards for academic tenure and/or promotion and are in effect for faculty hired after **March 9, 2018**. Faculty members hired before that date may be reviewed under these guidelines provided they state that preference in their tenure or promotion materials. Otherwise the guidelines that were in place at the time they were hired apply. The department recognizes that AFRI faculty are currently governed by the history-specific guidelines set forth below. Should the guidelines prove inapplicable to faculty whose expertise lies outside the discipline of history, AFRI faculty may choose to develop AFRI-specific PRT guidelines.

I. Overview

As specialists in the production of historical scholarship and the effective teaching of history at the collegiate level, the faculty of the Department of History and the African and African American Studies Program establishes the following guidelines for its members with regard to standards and norms for promotion, retention, and tenure. The department values all three domains of faculty activity as specified in the Indiana State University Handbook (research, teaching, and service), but considers historical research and the publication of resulting discoveries to be the distinguishing activity of collegiate faculty in the discipline. Faculty members are therefore expected to be active scholars, as well as fine teachers, and dedicated servants throughout their careers.

The Department values ISU’s four mission-based activities: undergraduate advising, graduate advising and mentoring, community engagement and experiential learning, and encourages faculty to incorporate them, as appropriate, in all three domains: research, teaching, and service. Indiana State has distinguished itself as a leader in community engagement and experiential learning and the department is particularly committed to both. Candidates for tenure or promotion should elucidate a compelling case that these activities are linked to their academic expertise, broadly defined. Scholarship resulting from work in these mission-based activities will be considered scholarship “of engagement.”

Candidates for promotion to full Professor must direct their application to the Promotions Committee, whose membership and function is defined in the Bylaws of the Department of

History. Candidates for tenure, or for promotion to Senior Instructor or Associate Professor, must direct their application to the Committee for Retention and Tenure (henceforth “RT Committee”), whose membership and function is also defined in the Bylaws. The department rarely awards early tenure. When it does, the expectation is consistent with the University’s understanding, i.e. that the candidate has exceeded the expectations for tenure enough to warrant early promotion.

Three Domains of Faculty Activity

a. Research

The department recognizes a set number of books and articles, as well as a certain level of reputation and recognition, as the standard benchmarks of achievement. Candidates should explain how publications are linked to the faculty member's area of specialization. The department will also consider a combination of publications along with other well-attested examples of recognition in the arena of research, scholarship, and publication broadly defined, such as editing a major journal or winning a highly competitive grant. **The candidate should address the ways other types of disseminated research are equivalent to the standards in this document by emphasizing that dissemination is the result of peer-review, that the scholarship exists in a form permanent enough to have a lasting impact on the profession, that the venue is of high quality as evidenced by respect of other scholars, that the work has the potential to shape, or has already shaped, the discipline or field, or that it provides curated access to significant bodies of new primary sources.** In every case, candidates are expected to supply a persuasive supporting narrative. Outside letters of reference from faculty at the rank of full professor should speak to the weight or consequence of the faculty member's research-related activities.

b. Teaching

The department recognizes that there are a number of different ways to demonstrate professional growth as a teacher. There is an expectation that required readings and assignments will evolve, for example, to reflect new evidence, new concepts, and current trends in one's field of expertise. Of course, faculty whose responsibilities include Wider World course or AFRI courses may find themselves routinely teaching outside their area of specialization. The department also recognizes the exceptional time commitment required to advise graduate students, prepare new courses, convert courses for online delivery, and teach across academic disciplines. It is the responsibility of the RT Committee Chair to arrange annual classroom observations for faculty below the rank of Associate Professor. Candidates for promotion to full Professor should arrange for several classroom observations and include letters from the observers in their portfolio, ensuring that they are relatively recent.

c. Service

The Department recognizes and respects a variety of service. Because the character of service commitments varies, it is important that candidates for tenure or promotion indicate the time invested in each of the major service commitments (department, college, university, and professional) by offering a brief narrative of work undertaken and declare any course releases received for service. For signature or keystone service achievements, outside letters are strongly recommended. These should do more than merely restate the service performed, but clarify and substantiate its scope and depth.

III. Promotion Standards

a. Promotion to Senior Instructor

Promotion to Senior Instructor requires evidence of effective teaching. Effective teaching should be demonstrated by positive course evaluations, both from students and annually by a faculty member, as well as evidence that courses are regularly revised and updated, and informed by the most recent scholarship. Should a Senior Instructor's contract include research and/or service obligations, their performance in these areas will be evaluated based upon the general expectations listed above applied within the framework of the specifics of the contract.

b. Promotion to the Rank of Associate and Granting of Academic Tenure

Eligibility to apply for promotion to Associate Professor and/or tenure is defined in the University Handbook and the College of Arts and Sciences guidelines.

Eligible candidates for academic tenure shall be evaluated by the department on the basis of their particular skills, expertise, and accomplishments. The department will review the candidates' accomplishments in the areas of research, teaching, and service. Achievements in community engagement and experiential learning may also be, at the discretion of the department, considered as part of any of the three domains. The department will assess the potential for more accomplishments in scholarship, teaching, and service. The review process, therefore, entails both a judgment of the faculty member's academic quality and a projection into the future.

The standard for research accomplishment consistent with promotion to Associate Professor and the award of tenure is publication of one peer-reviewed academic monograph or five peer-reviewed articles. All publications should be included in the application, but proofs or a similar demonstration that the monograph has entered the copy editing stage will be accepted as sufficient evidence of publication. If a candidate chooses to publish articles instead of a monograph, four is acceptable if one is in a leading journal. By the third-year review, a candidate for tenure should indicate they are pursuing that path. All published articles should be peer-reviewed, reflect a coherent body of scholarship, and demonstrate the faculty member's growing expertise in their field of specialization.

The standard for teaching accomplishment consistent with promotion to Associate Professor and the award of tenure is successful teaching of survey and upper-level courses (grad optional), development of new courses or revision of courses as necessary, mostly positive course evaluations, positive peer observations, Evidence of Experiential Learning.

The standard for service accomplishment consistent with promotion to Associate Professor and the award of tenure is active service at the department, college, and university levels (e.g., serving on committees), mentorship of students in some capacity, involvement in community activities, and membership in professional organizations.

c. Paths to Promotion to Full

Promotion to the status of (full) Professor recognizes sustained and significant achievements in research, teaching, and scholarship on the part of tenured faculty. Progression toward this promotion involves a consistent effort to produce new scholarly works and to build a reputation within the broader community of History professionals. Evidence of continued development in teaching is also important, as well as contributions through service to the university community.

It should be emphasized that history is traditionally a book-writing discipline entailing long periods of sustained research, writing, analysis, revisions, and other activities. The quantity of the expected publications or final products in other media will vary in accordance with their quality, the candidate's field of expertise and teaching and other duties officially entrusted to the candidate by the department. Judgments of quantity will also take into account extenuating circumstances, such as distant or exceptionally difficult source material or other research problems. However, it is generally expected that the candidate seeking promotion to Professor will over the course of his or her scholarly career have published one monograph and an array of articles.

In accordance with College of Arts and Sciences guidelines, candidates for Professor must have spent a minimum of four years at the rank of Associate Professor. The traditional path to full professor is defined in the University Handbook (section 305.12.4.5.1). For this, the department requires substantial performance in all three areas as defined below.

The Handbook (section 305.12.4.5.2) offers an alternate path. The department recognizes the following as acceptable options, in any combination but excellence must be achieved in one of the three areas:

Excellence, substantial, substantial
Excellence, substantial, sustained
Excellence, sustained, sustained

Candidates should indicate the path they are following and provide ample evidence of the level of performance attained in each area and described below, with the proviso that progressive development beyond the pre-tenure research agenda must be demonstrated at the Associate level prior to promotion to Professor. A blind, external review process will be employed by the promotion committee for all candidates to Professor to ensure objectivity in the assessment of scholarship. The candidate will submit a list of possible referees to the committee, and the committee will send the scholarship portfolio to a selected reviewer from this list.

Excellence in Research

One monograph plus two journal article/book chapters

OR seven journal articles/book chapters (all peer-reviewed, with one credited monograph)

Evidence of active engagement with the field of study, such as actively presenting at conferences, publishing encyclopedia articles, and book reviews, service in professional organizations and organizing academic conferences, etc.

A reputation as a noted scholar in the field with a national and/or international reputation
e.g., external reviewer, prize committee member, recipient of prestigious grant, journal editor, or keynote speaker

Robust articulation of continued research program

Substantial Performance in Research

One monograph

OR five journal articles/book chapters (all peer-reviewed and related to area of specialization, with one credited monograph)

Evidence of active engagement with the field of study, such as actively presenting at conferences, publishing encyclopedia articles, and book reviews, service in professional organizations and organizing academic conferences, etc.

A reputation as a noted scholar in the field
e.g., external reviewer, several (five or more) book reviews, serving as board member in professional academic organization related to area of specialization

Robust articulation of continued research program

Sustained Performance in Research

Four journal articles/book chapters (all peer reviewed and related to area of specialization, with one credited monograph)

OR five journal articles on disparate topics with two or less outside of area of specialization (all peer-reviewed, with one credited monograph)

Evidence of active engagement with the field of study, such as actively presenting at conferences, publishing encyclopedia articles, and book reviews, service in professional organizations and organizing academic conferences, etc.

A reputation as a noted scholar in the field
e.g., external reviewer, several (three or more) book reviews, invited commentary at conferences

Robust articulation of continued research program

Excellence in Teaching (all or most of the following or their equivalents)

Outstanding teaching at various levels and formats, including Foundational Studies, graduate and online courses

Development of new courses

Evidence of connection between ongoing scholarship and teaching

Pedagogical innovations and trainings reflected in course revisions

Considered among the best of teachers by students and peers

(complete evaluations for all courses and a positive peer observation must be included)

Extensive evidence of experiential learning activities ([scholarship on experiential learning can help document this achievement](#))

Substantial Performance in Teaching (all or most of the following or their equivalents)

Outstanding teaching in one or more levels and/or formats, including graduate and online

Development of new courses

Evidence of connection between ongoing scholarship and teaching

Pedagogical innovations reflected in course revisions

Consistently positive course evaluations

(complete evaluations for all courses and a positive peer observation must be included)

Extensive evidence of experiential learning activities ([scholarship on experiential learning can help document this achievement](#))

Sustained Performance in Teaching (all of the following)

Successful teaching of survey and upper-level courses (graduate and online optional)

Development of new courses

Revision of courses as necessary

Mostly positive course evaluations

Positive peer observation

Evidence of Experiential Learning

Excellence in Service (all or most of the following or their equivalents)

Extensive service at the department, college, and university levels

Evidence of leadership at all levels (e.g. chairing committees at all levels)

Excellence in advising at the undergraduate and/or graduate levels

(e.g., Graduate Program Director, undergraduate advisor for several semesters)

Scholarship of engagement on community engagement or advising

Community leadership linked to area of specialization

(e.g. local expert on history of ..., board member elected on the basis of historical expertise)

Professional leadership (e.g. elected officer of an professional historical organization at the national level)

Substantial Performance in Service (all or most of the following or their equivalents)

Extensive service at the department, college, and university levels

Evidence of leadership at at least one level (e.g. chairing a committee at one or more levels)

Advising at either the undergraduate and/or graduate levels

(e.g., several semesters of undergraduate academic advising with no substantial student complaints, mentoring several graduate students by serving on Master's committees).

Scholarship of engagement on community engagement or advising

Community involvement linked to area of specialization

(e.g., interviews for newspaper, radio, based upon expertise, board member of local historical society, library, etc.)

Professional involvement (e.g. active membership in an academic organization)

Sustained Performance in Service (all of the following)

Active service at the department, college, and university levels (e.g., serving on committees)

Mentorship of students in some capacity (e.g., Master's committee member)

Involvement in community activities (e.g., a board member of a youth organization)

Membership in professional organizations (e.g., some involvement in academic organization)

IV. Addendum

The department realizes that there are several kinds of scholarship not listed above, e.g. co-authored texts, edited volumes, textbooks, extended historiographical reviews. In the event that significant scholarship not specifically listed warrants consideration as equivalent to a monograph or article(s), the faculty member should make the case for the equivalent and rely on the **department** to take the argument under consideration. No one document can account for all types of scholarship. These lists are meant to set standards and provide guidance.

The department considers advising "service" and mentoring "teaching" for the purposes of tenure and promotion.

Any service for which a course release and/or stipend has been granted must be qualified as such.

References to publications or “published work” throughout this document is taken to mean “at least at the stage of page proofs.”

Peer-reviewed scholarship exists in many forms, including the scholarship of discovery, but it also encompasses ambitious works of synthesis, integration or comparison, perhaps with an interdisciplinary dimension, or spanning time periods and continents. Publications like AHA Perspectives reach a wide professional audience and express aspects of the scholarship of teaching, learning, application, and engagement. With this in mind, all instances of “area of specialization” in this document should be read as “area of specialization broadly defined.” In cases where debate might arise about particular conference papers or publications, candidates are expected to provide a compelling explanation for their inclusion.

Candidates for academic tenure and promotion should satisfy the requirements listed in *Appendix 1: Guidelines for Portfolios* located in the Retention, Promotion, and Tenure Guidelines of the College of Arts and Sciences.