

**PROCEDURES AND CRITERIA FOR FACULTY
EVALUATIONS, PROMOTION AND TENURE:
DEPARTMENT OF HISTORY**

DEPARTMENT MISSION STATEMENT:

Within the sphere of the land-grant mission of the university, the Department of History helps students to realize their intellectual capabilities by teaching a humanistic process of rational inquiry. By teaching students about their own national history and the histories of other peoples, we help them to develop critical self-awareness, and a larger, cultural awareness. Historical knowledge is crucial to understanding the complexity of international and global issues. Finally, historical study promotes understanding of various systems of belief and values, and appreciation for the rich and varied traditions of humankind.

FUNCTIONS AND CRITERIA:

University policies regarding promotion and tenure supersede department and college policies.

FACULTY RESPONSIBILITIES

Faculty members in the Department of History have many professional responsibilities. These include teaching, scholarship and service. Scholarship may be divided into four areas: the scholarship of discovery, in which faculty members advance knowledge; the scholarship of integration, in which faculty members work with colleagues to bring new knowledge into greater patterns of understanding; the scholarship of application, in which faculty members work with the larger community to bring knowledge to bear in their service; and the scholarship of teaching, in which faculty and students work together to transform instruction. Faculty also provide service to fulfill the professional needs of one another, the department, the college, the university, and the academy. Faculty members perform all of these vital responsibilities in a number of ways. They may place greater emphasis on varying aspects of their roles at different periods of their careers. These responsibilities shape their annual performance goals and their career achievements. Faculty may also choose to engage in professional outreach to non-scholarly audiences, and will receive credit for such activities. This functions and criteria statement recognizes the wide range of faculty members' professional responsibilities in teaching, scholarship, and service to the scholarly and public communities.

I. CRITERIA

Each faculty member is responsible for teaching, scholarship, and service in the department, unless a change is agreed upon by the faculty member, Department Head and Dean. A full teaching load is 12 credits, but teaching loads may be reduced for purposes of scholarship or service or to meet peer standards in the profession. Faculty will be encouraged to participate in national and international exchanges, and sabbatical leaves.

A. CRITERIA FOR EVALUATING TEACHING.

1. The History Department encourages excellence in teaching at all levels. Faculty submit evidence of teaching quality through annual performance evaluations. Such evidence may include assignment sheets, syllabi, examples of student work, teaching portfolios, and a written statement concerning the faculty member's teaching philosophy. Every faculty member must submit with his/her annual report some type of teaching evaluations, along with an explanation of the method by which they were obtained. Student evaluations using the department's standard evaluation form, visits by the department head if invited, or peer evaluations are equally acceptable, and faculty may include several types of evaluations. Peer evaluations may include evaluations from faculty members in History, in other departments, or as arranged through the Teaching Academy. When submitting student evaluations, tenure track and college faculty must use the standard department form with results from all classes taught during the evaluation period. Faculty and college-track faculty may demonstrate growth in teaching by revising courses, preparing and teaching new courses, requiring new readings in courses, developing courses that are configured for Web offerings, participating in formal or informal instruction in either content or pedagogy, offering independent studies, readings, and thesis credits, serving as peer reviewers for other faculty members, among other methods.

It is impossible to evaluate with complete objectivity or certitude the effectiveness of a university professor's teaching. However, the department believes the effective teacher is: well informed; well organized; empathetic; enthusiastic; challenging; prompt; available and approachable. The faculty member facilitates student learning. The department matches the skills and general inclinations of the individual with his/her teaching assignments while meeting student needs.

2. Since the department encourages faculty to incorporate significant writing assignments into their courses, faculty members should present evidence of the variety, length, and complexity of these writing assignments, and the manner in which student writing has been evaluated.

3. Faculty roles as supervisors of theses and internships or as members of M.A. committees; their roles as supervisors of readings courses, independent study; and similar activities are vital parts of teaching. Advising either undergraduate or graduate students on a regular basis is a vital part of teaching.

4. History, like other humanities, is rapidly changing due to new interests of students and new research by scholars. An outstanding teacher must keep abreast of new scholarship in his/her field and be able to incorporate it into the classroom and to criticize and evaluate new methods. Also valued are skills in integrating international and domestic knowledge and insights into class content. Faculty are encouraged to seek new approaches and new courses that will adapt rigorous historical standards to their own changing interests, the changing interests of students and to changes within the historical profession. Team taught courses, and development or participation in interdisciplinary courses, are excellent ways in which faculty and students can work together to bring knowledge from a range of fields into the learning process. The Department Head will therefore look for innovative new approaches and methods that stimulate students to study history at all levels, undergraduate and graduate, and which introduce students to current trends within the profession and raise student awareness about the international and domestic implications of historical events and issues. The Head will take team-teaching into account when evaluating faculty members' contributions to the department.

B. CRITERIA FOR EVALUATING THE SCHOLARSHIP OF DISCOVERY, INTEGRATION, APPLICATION AND TEACHING

1. Each faculty member is expected to be involved in creative activities that result in publications or their equivalent and contribute to scholarly research, to improving the teaching of history, or to the profession as a whole. The quality of these activities will be judged according to national standards in the historical community. Outside letters must be included in the tenure and promotion evaluation process. Scholarship performance by faculty may be based on a mix of domestic and international scholarly activity. Evaluation of any faculty member will give equivalent consideration to research effort and success whether domestic or international.

2. Original scholarship and the interpretive and critical analysis of other historical work are the most important types of scholarship. Monographs or textbooks or their equivalents that make an original contribution in focus or content published by major university, commercial or academic presses are the most prestigious publications for members of this discipline. Given the long period of time required after a monograph is

accepted, edited, and published, part of the recognition for this scholarly achievement will be given during the year of acceptance for publication. Final publication will be rated more highly as this not only involves further revision and editing but also is regarded as the final scholarly product.

3. Articles in refereed journals and chapters in books published by major university, commercial or academic presses are also highly valued in History. While the major national and international journals carry the most prestige, certain journals in specialized fields, and of regional and state focus, have high status in the profession. The work of a faculty member will always be judged first on the basis of the quality of the scholarship and writing and its contribution to the overall understanding of the field rather than the journal in which it appeared. A wide variety of journals, including those on the teaching of history, are available for faculty members who may choose the most appropriate journal for the particular research completed. However, since journals with heavy backlogs delay acceptance (often more than six months) and publication (over a year in many cases), part of the recognition for scholarly work will be given during the year of acceptance for publication. Final publication will be rated more highly as this not only involves further revision and editing but also is regarded as the final scholarly product. Articles published through electronic formats will be considered equivalent to articles published in traditional formats, depending upon the scholarly reputation of the electronic or print publishers.

4. Additional valued forms of peer reviewed scholarship include:

Major editorial work in print or electronic form. H-Net editorial service would be one example of electronic editorial work.

Major funded grants, post-doctoral fellowships, and national or international faculty exchanges. Historical scholarship is not normally heavily funded by outside grants and contracts. Funding usually gives a faculty member released time for study and writing, or for the development of programs. With the first type, a faculty member's work will normally be recognized by the resultant scholarship and publication that the grant assisted. The acceptance of a proposal may also merit some recognition before the work resulting from the grant appears in print. Grants may be very helpful to the Department by bringing in funds as well as providing employment for history students. Thus, the principal investigator(s) should receive recognition for writing and administration of proposals. Smaller grants are also important contributions to scholarly activity and to the Department.

Contributions to dictionaries, encyclopedias, newsletters.

Proceedings of professional meetings.

Papers read at professional meetings and reviewed by peers. Although the primary method of communicating scholarship in history is through publications, delivering papers at professional meetings is another important means of communicating scholarly work. Such papers may deal with historical scholarship in progress, methods of teaching history, scholarly methods, or programs in areas such as public history. These papers should be of a quality that will eventually lead to publication in a journal, book, or newsletter in the profession. The relative weight assigned to papers should be determined by the importance of the professional meetings, the quality of the paper, and its contribution to the profession. Thus, papers given at national and international meetings will generally be considered more important than those delivered at regional meetings (although this may not hold true in cases where the scholarship itself is of local or regional focus). Criteria for evaluating papers are in general the same as those used to evaluate publications: (1) rigor of the selection process (evidence for which may be offered by the faculty member in the annual performance report); (2) appropriateness of the audience; (3) usefulness to other specialists in the area; (4) originality; (5) scope of the problem; and (6) depth of scholarship.

Chairing a panel at a professional conference will normally be considered as service; however, organizing a panel and securing a place for it in a competitively refereed national or international program may be evaluated as closely related to peer reviewed scholarship.

Book reviews in history, whether in print or electronic form.

Commenting on papers at professional meetings is often a form of service, but peer reviewed comments may be a part of the scholarship of integration. Conference papers are important parts of intellectual engagement and are valued within the department.

Grants not funded. Because of the time involved in formulating and developing a grant, this process deserves recognition even if the grant is not funded.

5. Public historians, like colleagues in more traditional historical fields, use techniques of historical scholarship to understand and disseminate knowledge about the past. Public historians are faculty members who teach one or more public history courses and who are members of the Public History Committee. Publications in the public historian's chosen field of traditional history represent a necessary demonstration of research and creativity. Scholarship relevant to the field of Public History,

however, may take forms beyond those of traditional scholarship. Evidence of scholarship and creativity may include reports, surveys, collaborative projects, visual productions, exhibits, or other projects. Closely related to their scholarship is a role in securing grants and contracts for themselves, their students, and their collaborators.

Faculty may engage in the scholarship of teaching by disseminating through peer-reviewed publications, electronic formats, conferences and workshops or comparable methods their findings regarding new course materials, exercises and assignments that demonstrably augment student learning; by disseminating peer reviewed theories or strategies for class management that augment student learning; by developing new instructional practices; by disseminating peer reviewed new delivery mechanisms for instruction; and through other aspects of peer reviewed dissemination of pedagogy that strengthen the teaching of history.

The Department of History recognizes certain scholarly activities as being approximately equivalent to others. The weight given to these forms of scholarship may be adjusted depending upon the significance of the work. Several categories include:

Books

Articles, book chapters

Major museum exhibits

Major multi-media documentaries, Web sites, or other multi-media productions, accompanied by documentation of the scholarship involved

Major editorial work

Major preservation projects

Major oral history projects

Producing videos and smaller multi-media productions

Smaller public history projects

Conference papers

Public programs

Review essays

Book reviews

Grant writing

Consulting activities

Minor grants

Grants not funded

Some forms of scholarship must be reviewed by peer experts from outside the department. In other cases, such as Web sites that contribute to the scholarship of discovery and integration, reviews may be conducted either within or outside the department. The Promotion and Tenure Committee must apprise faculty candidates each year during the annual review process about the weights that will be given to their scholarship.

Locating and supervising internships combines teaching and service.

Networking with professionals in the field of public history and participation in history-related community projects are considered important public history service or outreach. The department encourages but does not require an appropriate mixture of public and traditional history in scholarship.

C. SERVICE

1. Professional service is highly regarded by historians. Planning conferences, refereeing activity, writing book and exhibit reviews, and serving on editorial boards or as officers or committee members of professional organizations are all a part of professional service.

Committee work within the University, College, and Department is evaluated on the quality and amount of work required. All faculty members must provide service for the department unless they are on an approved leave that does not involve service. Routine attendance at meetings will not be valued as highly as chairing committees, doing extensive studies and reports, and other types of work involving policy recommendations.

2. Faculty are encouraged to develop a pattern of service that joins personal and department goals wherever possible. Senior faculty should provide mentoring services for junior colleagues. Faculty new to the institution may have fewer choices than faculty who have been here longer, but every attempt should be made to make a positive contribution in the area of service. The precise nature of service activities will vary during the course of a faculty member's career. Valuable service includes contributions to any local, state, national or international agency or institution needing his/her professional knowledge and skills. Advising students and organizing programs may all be considered in evaluations. Selected work in the community, with the public schools, and interdisciplinary work with other departments is also appropriate.

3. Public historians in particular must take an active service role in the profession, serving as consultants, working with historical societies, museums, or archives, or participating in national organizations. Since public historians undertake projects and direct research teams, their skills

must be managerial as well. Public historians are expected to work in program development.

4. Faculty members may play a vital service role by mentoring colleagues, reviewing their draft work, visiting their courses, and assisting their professional development in other ways.

All regular History faculty are expected to be involved and contributing members of the profession and the university community. Our department weighs about equally the value of service at the department, college, university and professional level. Faculty are encouraged to be involved in a variety of service areas and will be rewarded for his/her contributions to any local, national, or international agency or institution needing the specific benefits to be derived from his/her professional knowledge and skills. The following areas of service will be given consideration when promotion and tenure decisions are made:

PROFESSIONAL:

- Organizing Conferences
- Referee Activity
- Holding Office in Professional Organizations
- Serving on an Editorial Board
- Committee Member in a Professional Organization
- Community Activities

UNIVERSITY:

- Faculty Senate
- University Research Council
- Standing Committee Member
- Member of a permanent committee
- Ad Hoc Committee Member
- Graduate Advisory Council
- Campus Activities

COLLEGE:

- College Council
- Standing Committee Member
- Member of a permanent committee
- Ad Hoc Committee Member
- Campus Activities

DEPARTMENT:

- Director of Graduate Studies
- Director of Undergraduate Studies
- Phi Alpha Theta Advisor
- Library Liaison

Standing Committee Member
Search Committee Chair or Co-Chair
Search Committee Member
Advising Center Work
Ad Hoc Committee Member
Campus Activities
Committee Chair
Mentoring Colleagues
Faculty Readings Seminar Coordinator
Peer Review of Teaching

COMMUNITY:

Short Courses
Public Addresses and Panels in Areas of Expertise
Consulting
Advising for Historical Celebrations
Museum Exhibits
State and/or County Historical Society
Historic Preservation
Other

D. OUTREACH

Faculty members may choose to present their scholarship in settings that are not peer reviewed. One example might be presentations to K-12 classes. Faculty performing these forms of outreach will receive credit for their outreach activities.

II. PROCEDURES

A. ASSIGNMENT OF TEACHING, SCHOLARSHIP SERVICE AND OUTREACH

1. Normally all faculty members are assigned a nine-hour teaching load with the expectation that the additional time allowed for scholarly activity will be used productively. Loads may be reduced in accordance with university and college policy to allow faculty to meet scholarship and service responsibilities.
2. Most faculty members have about 60% of their time devoted to teaching, 30% to scholarship, and 10% to service. The Director of the Public History Program allocates a greater percentage to service. Some faculty may engage in outreach and will have a percentage of their time ascribed to outreach. These percentages may be adjusted through discussions between the Head and Dean when faculty members teach extra

courses; undertake sabbatical or exchange leave; receive additional course reductions for scholarship purposes; or buy out courses for scholarly purposes. The Head and Dean may make adjustments to reflect unusual service responsibilities as well.

3. Teaching assignments are to be made by the Department Head in consideration of students' needs, programmatic requirements, and faculty requests.

B. ANNUAL EVALUATIONS

1. All tenure track faculty shall submit draft annual goals statements and meet with the Head at the beginning of the calendar year. New tenure track faculty also work with the Head to develop a goals statement during their first semester of employment, if the first semester is a fall semester. The approved goals are sent to the College. The two shall agree upon the faculty member's general goals for teaching, scholarship or creative activities, and service for the coming year, as well as any outreach activities, and the percentage of effort to be assigned to each area during the next evaluation period. As faculty careers develop, individuals may request to focus more upon teaching, scholarship, or service in particular years. A summary of this discussion signed by both the faculty member and the Department Head and approved by the Dean shall be placed in the faculty member's personnel file along with copies of the annual report and the Department Head's evaluation. The faculty may comment on the Department Head's evaluation and have that statement placed in the file. All tenure track faculty and regularized college faculty shall submit reports to the Department Head on the forms supplied by the College of Arts and Sciences in early fall of each year. Supporting materials, such as off-prints, teaching evaluations, or other papers may be submitted. These materials will be returned to the faculty at the end of the evaluation period. Goals statements and percentages of responsibility may be modified during an academic year by written agreement between the faculty member, Head and Dean if circumstances warrant such changes. An example might be when a faculty member receives a mid-year grant that permits buying out a course in order to focus more time upon scholarship.

2. The review by the Department Head will be based on the Department's goals and objectives as well as the preceding year's evaluation and personal goals statements agreed upon by the faculty member and the Department Head. Annual reports of all non-tenured, tenure track faculty shall also be reviewed by all senior faculty, who as members of the Promotion and Tenure Committee will meet in the spring to advise the Department Head of the faculty member's progress toward promotion and tenure before the Department Head completes the annual written evaluation

3. During the third full year of employment, non-tenured tenure track faculty members will be given a thorough progress appraisal by the senior faculty through the Promotion and Tenure Committee. This may at the discretion of the Committee include appraisals of teaching progress as demonstrated through peer reviews, student evaluations, and other forms of evidence; external reviews of scholarly works or scholarly works in progress; and appraisal of service and any outreach.

4. After the Dean has reviewed the written evaluations, the Department Head shall send a copy of the evaluation to the faculty member, and shall subsequently discuss the evaluation with him/her. Provisions for appeal are outlined in the university Policy Manual.

5. Salaries are determined after the legislature has appropriated funds. After approval by the Department Head, Dean, and chief academic official of the University, final salary determinations are reported verbally to each faculty member by the Department Head. Provisions for appeal are outlined in the university Policy Manual.

C. TENURE CONSIDERATIONS

1. New Mexico State University describes criteria for tenure and promotion in Section 5.90.4 of the university's Policy Manual. See the Department's criteria above for general guidelines.

2. The Departmental Promotion and Tenure Committee shall be comprised of all departmental tenured faculty members except the Department Head. This committee will have one faculty member from another department in the college appointed by the College Council. This faculty member will have the same voting privileges and other rights as the departmental committee members. If the Department cannot form a Committee of at least three members, including the external member, the College Council will appoint additional external members. The Committee shall elect its Chair for a three year term by majority vote from among the History faculty on the Committee.

3. As soon as possible, but not later than the third year of residence at the University, an untenured member should begin to assemble a file containing publications, reviews of the candidate's scholarly works, annual reports, a curriculum vitae, teaching evaluations, copies of committee reports, papers, works in progress, and a summary of professional activities. Guidelines for this, provided by the Dean of the College of Arts and Sciences, are disseminated by the Department Head. This file should be updated at least once each year to assist the faculty member in preparing a case for tenure. The Department Head will maintain a

separate file for material of a confidential nature, particularly for letters of evaluation, which will be open for access by the candidate and committee members.

4. In March or April of each year, the Promotion and Tenure Committee will meet to review the files and evaluate the progress toward a continuous contract of all untenured, tenure-track faculty members. The committee will report in writing to the department head its finding regarding progress toward tenure as well as the strengths and weaknesses in the areas of teaching, scholarship, service and any outreach. The Promotion and Tenure Committee will recommend in writing to the department head whether a new temporary contract should be issued to each of these faculty members in accordance with the timetable specified by university policy.

Faculty members may elect to request in writing a thorough review at the end of their third year of service which will include appraisals of the candidate's work by appropriate experts in the field. Such reviews would follow the procedures outlined below for tenure and promotion applications.

The department head will review the candidate's documentation in the areas of teaching, scholarship, service and any outreach, and then render a separate recommendation on the matter of issuing a new contract. The department head will forward this recommendation to the dean.

After discussing these recommendations with the dean, the department head will give a copy of the Promotion and Tenure Committee's report to the candidate and discuss the report with the candidate. The candidate may respond to the report in writing, requesting clarification from the committee, and may submit supporting documentation for future committee review.

Copies of all annual review correspondence shall be maintained in confidential status in the Department office.

5. At its March or April meeting, the Promotion and Tenure Committee will determine which untenured faculty members will be considered for tenure in the following year. Any other faculty member, however, may be considered for tenure upon his/her request if the request is made in accordance with university policy. The Promotion and Tenure Committee will request such untenured faculty members to submit up-to-date files and be prepared to meet with the Committee. The Committee will examine the files, publications, annual reports, and may request information from other faculty members prior to its final meeting regarding the application.

A special subcommittee composed entirely of professors will consider candidates seeking promotion to the rank of professor.

6. Faculty members to be considered for tenure will submit a list of the names of at least four persons of higher academic rank competent to evaluate their work before the end of the spring semester. The Tenure Committee will select from this list two to four names, to which it will add the names of additional persons not on the list. No New Mexico State University faculty member and no more than one external referee may be from the candidate's degree-granting institution. The Department Head will request letters evaluating the candidate from each of the persons on the final list. Reviewers will be sent a copy of the department's Functions and Criteria statement and copies of the candidate's scholarship. They will be informed that candidates will have access to all outside letters. Unsolicited letters will not be considered when a candidate applies for tenure.

7. During the summer before consideration for tenure, the Head will provide advice to the faculty member about the materials that should be included in creating a tenure file. He/she may ask other faculty members to provide examples from their own files.

8. At the beginning of the fall semester, the faculty members under consideration for tenure will again bring their files up to date. Each candidate will prepare files for submission to the department and college in accord with college procedures. Additional materials about the candidate's record may be compiled and will be placed in the Department Head's Office until completion of the candidacy process for review at any level. Materials may not be added to or deleted from the files after they are submitted to the Promotion and Tenure Committee without the knowledge of the candidate and the committee. The Head will discuss tenure and promotion procedures with the Promotion and Tenure Committee. The Promotion and Tenure Committee will meet no later than October to discuss the application, vote by secret ballot and make a written recommendation for or against tenure that addresses the candidate's teaching, scholarship, service and any outreach. The Committee Chair will prepare letters for the Dean and the Head reflecting the discussion of the Committee and signed by each member. Anyone not signing may prepare and append a minority report that addresses the candidate's teaching, scholarship, service and any outreach. The Department Head then informs each person under consideration of the voting and gives him/her a copy of the recommendation to be made to the Dean. The Head also forwards a separate recommendation to the Dean and gives a copy of his/her recommendation to the candidate. All materials received by the Committee will be forwarded to the Dean along with the Committee's recommendation. Faculty members who wish to

appeal a recommendation or recommendations will follow procedures outlined in the university's Policy Manual.

8. As per university policy, members of Promotion and Tenure Committees must participate in discussions before they are eligible to vote. No absentee or proxy voting is permitted. Deliberations and voting are conducted in closed session. A copy of all written materials in these deliberations will be maintained in confidential files in the Department office.

9. As per the university Policy Manual, faculty members may temporarily suspend the promotion and tenure processes for appropriate reasons and in accord with Policy Manual procedures.

10. Any post-tenure review process must include external evaluations by a faculty member's peers.

D. PROMOTION

1. See the Department's criteria statement above for general guidelines. In all evaluations, consideration will be given to how knowledge and insight gained during an international assignment are integrated into the faculty member's teaching, scholarship, service and outreach after returning to the university. Candidates seeking promotion must demonstrate their qualifications in teaching, scholarship service and any outreach. Some consideration may be given when faculty members have had unusual teaching or service responsibilities.

2. The Promotion and Tenure Committee will consider applications for promotion to Associate Professor. Non-tenured, tenure track Assistant Professors will participate in consideration of applications for promotion to Assistant Professor. The Promotion to Professor Committee will be comprised of all departmental tenured faculty senior in rank to the candidate. Associate professors may request appraisals of their progress towards promotion by the Promotion and Tenure Committee in any year, and such appraisals of progress are encouraged at least once every three years after faculty members have been promoted from assistant professor to associate professor. Normally, when a department recommendation in favor of promotion to any rank is not approved by the administration, the candidate may apply again for promotion (with appropriate updating of files) in succeeding years.

3. As per university policy, members of Promotion and Tenure Committees must participate in discussions before they are eligible to vote. No absentee or proxy voting is permitted. Deliberations and voting are conducted in closed session. A copy of all written materials in these

deliberations will be maintained in confidential files in the Department office.

4. Promotion Considerations

(1) To Associate Professor

Effective teaching, as demonstrated in peer reviews by senior faculty or the Head, student evaluations, or other evidence; professional, department, college, and/or university service; published evidence of considerable scholarly achievement, normally at least three articles in refereed history journals (publication of a monograph by a peer reviewed university, commercial or other academic press exceeds this requirement), with recognition that public historians may complete equivalent peer reviewed non-traditional scholarship in lieu of one peer reviewed article; evidence of on-going growth in scholarship; letters of support from evaluators of higher rank outside New Mexico State University. Scholarship will be judged by its originality, complexity, quality, dissemination, and impact as assessed by qualified reviewers. It may take any or all of these forms: the scholarship of discovery, the scholarship of integration, the scholarship of application; and/or the scholarship of teaching.

(2) To Professor

Excellent teaching; significant professional, department, college, and university service and leadership; published evidence of major scholarly achievement, normally at least one monograph published during their scholarly career by a major university, commercial or other academic press or equivalent non-traditional scholarship; evidence of on-going growth in scholarship and leadership in the profession; letters of support from evaluators of higher rank outside New Mexico State University. Scholarship will be judged by its originality, complexity, quality, dissemination, and impact as assessed by qualified reviewers.

4. College-track faculty members may request promotion to higher rank as per university policy if they have met the guidelines established for college-track promotion established by the College of Arts and Sciences. These include five years of continuous service at the current rank, as well as demonstrated continued excellence in teaching; continued activities to improve teaching; service; and participation or leadership in important departmental priorities such as the improvement of student learning and student retention. Candidates for promotion to college associate professor must demonstrate professional growth activities. Candidates for promotion to college professor must demonstrate superior teaching, professional growth, and leadership. Among the means to demonstrate excellence in teaching, college-track faculty may provide

student evaluations; may provide reviews by tenure track Department of History faculty peer reviewers or reviewers from other programs; may provide peer appraisals written by the Head; may demonstrate participation in Writing Across the Curriculum, Teaching Academy, and other opportunities for strengthening teaching offered by the university; may cite university teaching awards; may cite additional forms of growth discussed in the general teaching section of this document; and may cite other evidence of teaching excellence. Participation in service to the department may serve as a demonstration of leadership activities by college-track faculty members.

The Head and Dean will develop an appropriate committee to assess applications for promotion in the college ranks. Normally this will include the members of the Department's Promotion and Tenure Committee and at least one college faculty member from either the department or an outside department who holds the higher rank that is sought. The chair of such committees will be a tenured member of the Department of History.

As per university policy, members of Promotion and Tenure Committees must participate in discussions before they are eligible to vote. No absentee or proxy voting is permitted. Deliberations and voting are conducted in closed session. Voting will be by secret ballot. Committee members may file minority recommendations as discussed in the tenure track section of these guidelines.

Both recommendations from the college faculty promotion committee and the Department Head will be given to the Dean's Office and to the candidate. Candidates may file written comments about these recommendations.

As per university policy, members of Promotion and Tenure Committees must participate in discussions before they are eligible to vote. No absentee or proxy voting is permitted. Deliberations and voting are conducted in closed session. A copy of all written materials in these deliberations will be maintained in confidential files in the Department office.

III. REVIEW AND APPROVAL OF FUNCTIONS AND CRITERIA STATEMENTS

Revisions to Functions and Criteria Statements go into effect when they approved at a department meeting and are subsequently approved by the Dean.

The Department of History will periodically review its Functions and

Criteria statement for potential revisions. At a minimum these reviews will be conducted within three years after the Dean has most recently approved revisions to the statement. Candidates whose service has taken place during periods when more than one Functions and Criteria statement have been in effect may follow appropriate university and college procedures in deciding which of the Functions and Criteria statements they will utilize.

Approved:

Department _____ Date _____

Dean _____ Date _____

Revised February, 2009