

**STATEMENT OF FUNCTIONS AND CRITERIA  
FOR THE DEPARTMENT OF HISTORY AT  
NEW MEXICO STATE UNIVERSITY**

**I. DEPARTMENTAL MISSION STATEMENT**

The Department of History's mission is to teach students through rational inquiry and to impart the knowledge and skills necessary for understanding the human past. By learning about local, regional, national, international, transnational, and global histories, students develop better knowledge of the contemporary world, appreciation for other cultures, and a clearer understanding of their own place in time and space.

History is not a predictive science: past events were not predetermined and future events cannot be foretold. Rather, history helps students understand that the present is neither natural nor inevitable, and that the future can take many possible directions. Historical knowledge is crucial to civic participation and good citizenship, to understanding the complexity of local and global issues, and to discovering the roots of major developments and transformations over time. History introduces students to unfamiliar beliefs, values, and practices, and helps them understand how these emerged in historical context. History promotes an appreciation for the rich and varied traditions of humankind.

The Department accomplishes its mission through four broad pathways: teaching, scholarship, service, and outreach.

*Teaching:* The Department aspires to provide the highest quality classroom experience, with the goals of imparting three tiers of knowledge. Courses are designed to impart information about the human past (names, dates, events, groups, personalities); introduce students to historical praxis through the study of primary sources and creation of interpretations; and foster an understanding of the ways historians have framed and interpreted knowledge over the centuries (historical theory, historiography).

*Scholarship:* The Department produces and disseminates research in the form of books, journal articles, book chapters, book reviews, public lectures, scholarly conferences, public exhibits and events, and digital media. Historical research contributes not only to the academic community and society at large but also to our mission as teachers. We therefore place a high value on teaching courses that draw on the research expertise of our faculty.

*Service:* The Department expects all faculty to contribute to the success of the Department, the University, and the historical profession through committee work and other forms of engagement.

*Outreach:* The Department is committed to sharing its expertise with those inside and outside academia in ways that will enhance lives, promote tolerance, and educate citizens.

The Department and its faculty comply with all promotion-and-tenure policies and annual-performance procedures as outlined in Chapter 9 of the NMSU *Administrative Rules and Procedures* (hereafter ARP, accessible electronically at <https://arp.nmsu.edu/>) and the College of Arts & Sciences' *Promotion and Tenure Policies and Procedures* document (available electronically at <https://artsci.nmsu.edu/wp-content/uploads/2019/02/P&TPolicy18.pdf>). In the case of textual conflict or ambiguity, the above-mentioned documents supersede the Department's functions-and-criteria policies and procedures.

## **II. DEPARTMENTAL FUNCTIONS**

Tenured and tenure-track faculty members in the History Department are expected to engage in teaching, scholarship, and service/outreach. College track faculty are responsible primarily for teaching and service, with few or no scholarly expectations.

### **A. Teaching and Advising Functions**

The Department views high-quality teaching as one of its top priorities. All faculty are expected to create a repertoire of 6-10 classes, ranging from lower division to the graduate level, designed for general and specialized audiences, in their areas of expertise. Faculty are expected to regularly update their lectures, syllabi, reading lists, and their evaluative tools, and to provide the most up-to-date content and method of instruction. Faculty who wish to do so are supported in developing online and hybrid lower-division courses, and when feasible also upper-division and graduate courses.

Teaching duties will be assigned so that necessary courses are offered each semester to meet the needs of our undergraduate and graduate students as well as non-majors. All faculty are expected to participate in the student evaluation process at the end of each semester; contribute to departmental advising; participate in departmental outcomes assessment; help in the updating of degree requirements and program expectations; and foster student research inside and outside the classroom.

### **B. Scholarship Functions**

The Department views scholarship and the advancement of knowledge as a priority co-equal with teaching. It recognizes four forms of scholarship: the scholarship of discovery; the scholarship of integration; the scholarship of application (or engagement); and the scholarship of teaching.

*Scholarship of Discovery.* Most members of the Department, like other academic historians, engage in research under the rubric of "scholarship of discovery." For historians, this type of research includes the search for new questions and new topics for historical interrogation; the development and adaptation of new approaches and theories for historical investigation; the quest for new archival documents that contribute to a greater understanding of the past; the dissemination of faculty research at conferences and other professional gatherings; and involvement of undergraduate and graduate students, when feasible, in the research process, and the publication of research findings.

*Scholarship of Integration.* This type of scholarship places one's own research within a larger context, usually through the utilization of theories and data from other disciplines. Research of this type tends to be interdisciplinary by its very nature, innovative in its theoretical perspective, and read by non-historians and non-specialists.

*Scholarship of Application (Engagement).* This type of research corresponds most closely to what historians understand individually as the activities of a "public intellectual" and collectively as the field of "public history." It focuses primarily on demonstrating the relevance of an academic discipline to those outside the discipline and on making history more visible to general audiences and the public.

*Scholarship of Teaching.* This type of research normally focuses on the development of new heuristic processes, new teaching tools and technologies, and new testing mechanisms.

### **C. Service Functions**

All History faculty are expected to perform service for the Department, the A&S College, the University, and the historical profession. Department service may include serving on standing committees and ad hoc committees; overseeing Phi Alpha Theta and other student organizations and groups; and enhancing the intellectual life of the Department by sponsoring lectures and other events. College and University service includes involvement with College and University standing and ad hoc committees, Faculty Senate, and similar endeavors. Service to the profession may include refereeing for or editing professional publications, serving on the boards or committees of professional organizations, or participating in working groups.

### **D. Outreach Functions**

The Department encourages faculty to engage in outreach to the community. Outreach may include sponsoring or participating in events, lectures, and similar educational activities designed to engage the public or sub-groups of the public; participating on community boards and committees that relate to one's scholarly expertise; writing op-eds or participating in television and radio programs; and participating in efforts to recruit disadvantaged or marginalized groups to attend NMSU.

## **III. CRITERIA FOR ANNUAL EVALUATION, PROMOTION, AND TENURE**

Full-time tenured and tenure-track faculty in the Department will normally teach 9 hours per semester and utilize the following levels of responsibility in their annual evaluations: 40-50% for teaching, 40-50% for scholarship, 10% for service, and 0-10% for outreach. College faculty will normally teach 12 hours per semester and be assigned 90% teaching and 10% service for their annual evaluations.

### **A. Criteria for the Annual Evaluation of Teaching and Advising**

A major part of a faculty member's annual merit review is his or her accomplishments as a teacher and advisor inside and outside the classroom. The Department recognizes that it is impossible to evaluate with complete objectivity or certitude the effectiveness of a professor's teaching and advising skills. However, we agree that an effective teacher is well informed, well organized, empathetic, enthusiastic, challenging, prompt, and available to students.

Classroom skills include the ability to lecture, lead discussions, create innovative and engaging projects, inspire non-majors, engage majors, and train graduate students. Advising skills include mentoring of students about general education and major requirements, cultivating new majors in lower-division courses, facilitating student progress through the curriculum and the major, and career planning.

Student evaluations of the instructor and course serve as evidence of a faculty member's teaching skills. Faculty are responsible for making sure that students complete the standardized departmental student evaluation form before the end of the semester.

Self-evaluations and reflections also offer evidence of a faculty member's teaching skills. These self-assessments may include evidence of a) developing new courses or improving existing courses; b) utilizing new teaching strategies and technologies; c) overseeing or collaborating with undergraduate and graduate students on research projects; d) contributing to the Department's overall curriculum or degree program; e) co-teaching and co-mentoring across disciplines; f) winning recent honors or awards for teaching; g) supervising independent studies, readings, theses, and internships; and h) any other material pertinent to the teaching and mentoring experience.

Classroom visits by the Department Head or other faculty inside or outside the Department may serve as another form of evidence of a faculty member's teaching skills. For assistant professors, classroom visits are a required part of the annual merit review.

## **B. Criteria for the Annual Evaluation of Scholarship**

Each faculty member is expected to be involved in scholarly research that results in publications or their equivalent and/or contributes to improving the teaching of history. The quality of these creative activities will be judged according to national standards in the historical community. A faculty member's research will always be judged first and foremost on the quality of the scholarship and writing and its contribution to the overall understanding of the field. In evaluating the quality of all scholarly publications and productions, the following criteria may be used: a) the role of peer review; b) the place and form of publication; c) the length; and d) the relative contribution of co-authors (if any).

Original scholarship and the interpretive and critical analysis of other historical works are the most important types of scholarship. Single-authored monographs and texts that make an original contribution in focus or content published by major academic or commercial presses are the most prestigious publications for the history discipline. Co-authored books and edited (or co-edited) anthologies are also highly valued. Because the timetable from manuscript acceptance to publication is long, part of the recognition for this achievement will be given during the year a

manuscript is accepted 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.

Peer-reviewed journal articles and book chapters published by major academic and commercial presses are also highly valued in history. While the major national and international journals carry the most prestige, certain journals in specialized fields of regional, state, and local focus have high status in the profession and are often better venues for presenting scholarly work in sub-fields of the profession. Peer-reviewed articles and book chapters published electronically will be considered equivalent to articles published in traditional formats.

Reports, surveys, web sites, visual productions, exhibits, films, and similar projects are especially important in the field of public history. They will be evaluated in the same manner, and using the same criteria, for judging the quality of books, articles, and book chapters, which means that they will only be counted as scholarship if they can be assessed through outside review. To evaluate these forms of scholarship, the Department will rely on the National Council of Public History's *Report on Tenure, Promotion, and the Publicly Engaged Academic Historian* (<https://ncph.org/wp-content/uploads/Engaged-Historian.pdf>).

Other forms of scholarship also deserve recognition and consideration for promotion and tenure. These include:

*Contributions to dictionaries, encyclopedias, newsletters, proceedings of historical associations, and similar publications.* These types of scholarship are often short, but they typically require extensive expertise in a specialized field and the ability to write in a condensed and pithy style. These forms of scholarship must be assessed through outside review.

*Editorial Work.* Major editorial work in print or electronic form for a journal or press is a form of scholarship and not just a form of professional service, because it helps shape the research trajectory of fields and sub-fields of history. Examples of this type of scholarship include editing a historical journal and editing a book series for a scholarly press (however, serving on an editorial board would be classified as professional service). This type of work can only be included as scholarship if there is a way of assessing its importance through outside review.

*Papers read at professional meetings and reviewed by peers.* Delivering papers at professional meetings is an important means of communicating scholarly work. Criteria for evaluating papers are in general the same as those used to evaluate publications: a) rigor of the selection process; b) appropriateness of the audience; c) usefulness to other specialists in the area; d) originality; and e) depth of scholarship. Organizing a panel and securing a place for it in a competitively refereed national or international program is a form of scholarship, as is serving as a commentator on papers at a professional conference (however, serving as a panel chair or roundtable moderator would be classified as a professional service).

*Digital Scholarship.* Most digital scholarship is all but indistinguishable from print publications and will be evaluated in the same way as print publications (e.g. an e-book will be evaluated the same as a print book). However, some digital publications use methodologies, argumentation, and archival practices that differ fundamentally from print traditions. To evaluate the latter, the

Department will rely on the *Guidelines for the Professional Evaluation of Digital Scholarship by Historians* (American Historical Association, June 2015).

*Other Scholarship.* Scholarly productions that involve interdisciplinary research or outreach to audiences beyond the historical profession include textbooks, popular books, encyclopedia and dictionary entries, interdisciplinary conferences, collaborative projects, web-based and visual productions, and public exhibits. These types of scholarship must be in a form suitable for public dissemination and amenable to critical evaluation by disciplinary standards.

*Scholarship Related to Pedagogy.* These contributions can range from producing peer-reviewed articles to presenting at NMSU's Teaching Academy.

*Grant Funding.* Historical scholarship is not normally funded by large outside grants and contracts that last for several years. Instead, historians rely primarily on small and medium-size grants and fellowships as well as faculty exchanges to help fund their research. Funding may give a faculty member release time for study and writing, for the development of programs, or participation in scholarly seminars and institutes..

### **C. Criteria for the Annual Evaluation of Service**

All faculty are expected to perform service to the Department, the A&S College, and the University, as well as to community, state, and profession, during their time of employment at NMSU. The Department largely leaves it up to the individual faculty member to decide which types of service he or she prefers to perform and in what venue, with one exception: all faculty are expected to provide service each year to the Department unless they are on an approved leave that does not involve service.

Evidence of service may include a) membership on Department standing and ad hoc committees and other contributions to the Department (such as serving as acting chair, maintaining the History website, or running a lecture series); b) membership on A&S College and University committees; c) membership on the Faculty Senate; d) serving on professional organizations and committees, organizing workshops and conferences, or serving on editorial boards; e) serving as an external reviewer for manuscripts, articles, and tenure/promotion cases (inside and outside the campus); f) mentoring younger faculty; and g) any similar endeavor that constitutes scholarly service on or off campus that utilizes a faculty member's knowledge and skills. Faculty are encouraged to develop a pattern of service that joins personal and department goals wherever possible.

### **D. Criteria for the Annual Evaluation of Outreach**

Contributions to outreach may include a) contributions to public policy or practices outside the realm of academia; b) presentations to the public in connection to one's area of expertise; c) serving on boards or community organizations related to one's expertise; and d) working with underrepresented and marginalized groups in an effort to draw them more closely to the NMSU community.

### **E. Cumulative Criteria for Tenure and Promotion to the Rank of Associate Professor**

The Department recognizes that every tenure and promotion case is *sui generis* because each faculty member has a unique combination of teaching, research, service, and outreach skills. Promotion and tenure decisions are based on the cumulative record of the faculty member in each category. Faculty who receive “meets expectations” (ME) or “exceeds expectations” (EE) in all categories of their Annual Performance Reports are on track for promotion and tenure at the appropriate times in their careers.

The following criteria will serve as guidelines for assessing overall excellence in teaching, major scholarly achievements, and significant professional, department, college, and university service and outreach when a faculty member is under consideration for tenure and promotion.

*Criteria for Evaluating Teaching and Advising.* The Department expects every faculty member to teach a repertoire of high-quality courses on a two-year rotation, including a mix of lower-division and upper-division lecture courses, upper-division and capstone seminars, and (where applicable) graduate seminars. The Department expects faculty to read student and peer evaluations and adjust their teaching methods in response to relevant feedback; to participate in teaching-improvement opportunities (such as those offered by the Teaching Academy); and to constantly strive to improve their teaching skills.

Strong indicators of effective teaching include a) utilizing feedback from student evaluations to modify and improve a course; b) composing insightful self-reflections for the annual performance reviews; c) receiving positive evaluations from classroom visits; and d) showing evidence of engagement with students inside and outside the classroom and with advising majors, minors, non-majors, and graduate students on a regular basis.

*Criteria for Evaluating Scholarship.* Scholarship will be judged by its originality, complexity, quality, dissemination, and impact as assessed by qualified reviewers.

History is one of the only academic fields that continues to view the single-authored book as the “gold standard” of the profession, but historians have increasingly come to rely on shorter pieces of scholarship to communicate their research and ideas. Therefore, the Department recognizes two strong indicators of excellent scholarship: 1) single-authored peer-reviewed books published by a reputable academic or commercial press that represents a major research project; or 2) a combination of multi-authored texts, edited or co-edited books, journal articles, book chapters, and other shorter pieces of peer-reviewed scholarship.

While it is impossible to state with precision the number of shorter pieces that constitute the equivalent of a book, the following criteria will serve to illustrate potential equivalencies: a) high-quality peer-reviewed scholarly articles in reputable academic journals, along with other evidence of scholarly productivity; b) one or more multi-authored text, along with journal articles; c) a combination of high-quality scholarly articles, book chapters, web-based projects, encyclopedia entries, and the like; and d) one or more co-edited books, along with journal articles, book chapters, and other evidence of scholarly productivity.

Single-authored books are more difficult to publish than they were in the past. The Department will therefore rely first and foremost on its own scholarly evaluation of a faculty member’s work, as well as the evaluation of outside reviewers, in assessing the quality of a book manuscript. All

other forms of scholarship will be assessed for tenure and promotion only when they are accepted for publication or in press.

*Criteria for Evaluating Service and Outreach.* The History Department expects all faculty to allocate 10-20% to service and/or outreach. Faculty determine for themselves whether to emphasize service to the A&S College, University, profession, or another appropriate entity year-by-year. A faculty member who consistently receives a “does not meet expectations” (NME) designation in these categories of the Annual Performance Report may jeopardize his or her chances for promotion or tenure.

#### **F. Cumulative Criteria for Promotion to the Rank of Full Professor**

The same categories for evaluating promotion to Associate Professor will be used for evaluating promotion to Full Professor, except that only promotion, and not tenure, will be under consideration. Only activity taking place since promotion to Associate Professor will be considered at this point. Appointment to the position of full professor is not automatic and is not based on the length of time employed by the university. Rather, it represents a recognition that the individual applying for promotion, in addition to continuing to provide excellent teaching and service, has achieved recognition within his or her discipline, nationally and/or internationally, for the body of scholarly work he or she has completed. Candidates for promotion to Full Professor must show that there has been a record of sustained scholarly productivity and publication since promotion to the rank of Associate Professor.

### **IV. PROCEDURES FOR ANNUAL EVALUATION, PROMOTION, AND TENURE**

#### **A. Annual Evaluation Procedures**

*Allocation of Effort and Goals.* All tenure-track, tenured, and College faculty are required to submit a draft Allocation of Effort and Goals form and to meet with the Department Head at the beginning of the Spring semester. (Newly hired faculty will work with the Department Head to develop a goals statement during their first semester of employment, if their first semester begins in the Fall term.) The Department Head and faculty member will agree upon the faculty member's general goals for teaching, scholarship and creative activities, and service/outreach for the next academic year, and assign a percentage of effort for each area for the next evaluation period. After the meeting, the Department Head and faculty member will sign the Allocation of Effort and Goals form and upload it to Digital Measures. This form may be modified during the academic year by written agreement between the faculty member, Department Head, and A&S Dean, if circumstances warrant a change. Progress toward the goals declared by the faculty member in this annual document is an important factor in determining progress toward promotion and tenure.

*Digital Measures/Annual Performance Report.* Each faculty member is expected to create, maintain, and update his or her teaching, scholarly, and service/outreach activities on Digital Measures, and to submit an Annual Performance Report to the Department Head using the format specified by the A&S Dean in early Fall of each year. It is the responsibility of the Department Head to then complete a Department Head's Appraisal of Faculty form for each faculty member and forward it to the A&S Dean. The Department Head's appraisal will be based

on the Department's overall goals and objectives, the information provided on the Allocation of Effort and Goals form and on the Annual Performance Report, and any other materials submitted through Digital Measures. Faculty may submit a written response to the Department Head's appraisal and that response will become part of the faculty member's file.

*Additional Requirements for Tenure-Track Faculty.* For tenure-track faculty, the annual evaluation procedure has one additional step: the submission of a curriculum vitae and other pertinent materials during the Spring term, as part of a more thorough annual review required of all untenured faculty (outlined below).

## **B. The P&T Committee and Its Tasks for Research Faculty**

The Promotion and Tenure Committee (P&T Committee) will be composed of all tenured History faculty except the Department Head as well as one external faculty member appointed by the A&S Dean. The external faculty member has the same voting privileges and other rights as the other members of the P&T Committee. If the Department cannot form a P&T Committee of at least three members (including the external member), the A&S Dean will appoint additional external members. The P&T Committee will elect its Chair for a one-year term by majority vote from among the History faculty on the P&T Committee. The A&S Dean, the Department Head, and/or other administrative representatives may meet with the P&T Committee to discuss procedural matters relevant to its deliberations.

By agreeing to serve on the P&T Committee, a faculty member is indicating his or her willingness to guarantee the confidentiality of all records, deliberations, and recommendations. P&T Committee members are expected to read all the materials and to participate in the deliberations and meetings. Committee members who are unable to attend in person may participate in the deliberations via Skype, GoToMeeting, a conference call, or equivalent telecommunications technology; and may cast their vote and help formulate the written recommendation via email or equivalent technology. All votes are to be cast via secret written ballots. Faculty who participate via telecommunication will cast their vote via email to the Department Head.

A simple majority will determine the P&T Committee's recommendation concerning a faculty member's contract renewal, tenure, and/or promotion. When faculty undergo a simultaneous review for tenure and promotion, the P&T Committee will hold a separate vote for each. The P&T Committee's letter to the Department Head must reflect the majority viewpoint, but it should encompass the views of all committee members, including any who dissent from the majority opinion. In the case of a tie vote, all viewpoints will be summarized and submitted in writing to the Department Head without a recommendation.

The P&T Committee has three primary tasks: a) the annual evaluation of all tenure-track faculty; b) the evaluation of all tenure-track faculty under consideration for tenure and promotion in any given year; and c) the evaluation of all associate professors who are under consideration for promotion to full professor (with the proviso that only full professors on the P&T Committee may participate and vote on the promotion case).

*The Annual Evaluation of Tenure-Track Faculty.* The P&T Committee will evaluate all untenured faculty once per year, preferably in March or April during the Spring term. The

committee will report in writing to the Department Head its finding regarding the faculty member's progress toward tenure and promotion as well as his or her strengths and weaknesses in the areas of teaching, scholarship, service, and outreach. The P&T 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. The Department Head will review the candidate's documentation in the areas of teaching, scholarship, service and outreach, and then render a separate recommendation on the matter of issuing a new contract. The Department Head will forward this recommendation to the A&S Dean. The Department Head will also give a copy of the P&T Committee's and Department Head's reports to the candidate and discuss the reports with the candidate. The faculty member has a right to review and respond to these written evaluations within 5 days of receiving them, but this response may only address factual errors in the written evaluations. Copies of all these documents will be maintained in confidential status in the Department office.

It is the responsibility of the tenure-track faculty member to keep in his or her office, and provide to the P&T Committee, the materials it needs for the annual review. These materials must be provided at least one week before the P&T Committee's annual meeting (usually in March or April of the Spring term) and must include a current curriculum vitae, the most recent Allocation of Effort and Goals form, the most recent Department Head's Appraisal of Faculty report, and any other materials requested by the P&T Committee, which may include copies of books and/or articles, copies of syllabi/assignments, and student evaluations. These materials will become part of the faculty member's cumulative record of yearly accomplishments and form the nucleus of his or her tenure and promotion Portfolio. It is the obligation of individual faculty members to keep copies of all annual records that will later become part of the tenure and promotion Portfolios and it is highly advised that faculty begin creating a Portfolio as soon as they begin employment (see ARP 9.35, Part 6: Portfolio Preparation by Candidate for a full list of the necessary documents).

Tenure-track faculty may elect to request in writing to undergo a mid-tenure 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. A mid-tenure review follows the same procedures outlined below for tenure and promotion cases.

*Tenure and Promotion to Associate Professor.* The P&T Committee will meet during Spring term each year, preferably in March or April, to determine which tenure-track faculty members it feels should be put forward for tenure in the following year. Normally this list would consist of all tenure-track faculty who are completing their fifth year of employment in the current academic year; and those who are due for tenure consideration as per their hiring agreement or annual contract. However, any untenured member may request a tenure review, if the request is made in accordance with University policy. The P&T Committee will ask all untenured faculty members who are under consideration for tenure and promotion (whether at the behest of the P&T Committee or on their own initiative) to initiate a tenure file and attend a preliminary meeting with the P&T Committee. The P&T Committee will make a final determination of the candidate's readiness for promotion and tenure after examining the candidate's record of teaching, scholarship, service, and outreach during the period under review, no later than the end of Spring term.

Faculty under consideration for tenure and promotion must submit the names and school affiliations of four or five persons who are qualified to evaluate their scholarship, using the following selection criteria: the person must be a tenured associate or full professor; must not come from the campus where the faculty member received his or her Ph.D. degree; must not presently be employed at NMSU; and must not have a conflict of interest (e.g. be a current or recent research collaborator). The P&T Committee will select at least one name from this list to serve as an outside reviewer. The P&T Committee will select two or more additional names of qualified reviewers, using the same criteria as above. 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, and they will be informed that candidates will have access to all outside letters.

By no later than the beginning of the Fall term, all faculty members under consideration for promotion and tenure will prepare an up-to-date tenure Portfolio, in accordance with ARP 9.35 guidelines and A&S College procedures. The Department Head will provide the candidate with one or more sample Portfolios. Additional materials about the candidate's record may also be compiled and 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 Portfolios after they are submitted to the P&T Committee without the knowledge of the candidate and the committee. When evaluators request additional information, they must make the request in writing and transmit it directly to the candidate.

The P&T Committee will meet no later than November 1 to discuss, vote on, and prepare a written recommendation for or against promotion and tenure that addresses the candidate's strengths and weaknesses in teaching, scholarship, service, and outreach. Two separate votes must be taken and recorded: the first vote for tenure and the second for promotion. The P&T Chair is responsible for preparing the letter and submitting it (along with any minority reports) to the Department Head. The Department Head then informs the tenure candidate of the P&T Committee's voting results and provides a copy of the P&T letter to the candidate. The Department Head will make an independent evaluation of the tenure file and write a separate letter of evaluation, which will also be shared with the tenure candidate. The two recommendation letters will then be added to the candidate's Portfolio. Tenure candidates who wish to appeal the P&T or Department Head's recommendation will follow procedures outlined in the ARP. Before the recommendation is forwarded to the A&S Office, the candidate must be given the opportunity to review all items in the Portfolio.

A candidate may withdraw his or her application for promotion and tenure at any time prior to when the Executive Vice-President and Provost makes a final determination.

In accordance with the ARP, a faculty member may request in writing a postponement of the tenure decision date by one year. This request must be approved by the Department Head, the A&S Dean, and the Executive Vice-President and Provost. The following criteria may be used in extending the tenure clock: leave of absence without pay; military leave of absence; medical leave of absence; family leave of absence; catastrophic events; and prolonged jury duty.

A candidate who is not successful in extending the tenure clock and/or chooses not to go forward with a tenure review during the Spring of term his or her fifth year of employment, must submit

a letter of resignation to the A&S Dean prior to the end of the Spring term. The resignation will be effective at the end of the current contract period.

It is the responsibility of the Department Head and the P&T Committee to make every effort to follow the procedures and policies laid out in ARP, as well as to avoid possible conflicts of interests when they arise (e.g. within the P&T Committee or among external reviewers). The appeals process is outlined in ARP 3.25 (Discrimination, Harassment and Sexual Misconduct on Campus) and ARP 10.60 (Faculty Grievance Review and Resolution).

*Post-Tenure Review.* Tenured faculty will undergo an annual Post Tenure Review, as outlined in ARP 9.36. This review will assess the areas of teaching, scholarly work, service, and outreach in proportion to the percentage each category is given in the faculty member's allocation of effort form for a given year.

*Promotion to Full Professor.* Promotion from Associate Professor to Full Professor will follow the same procedures and criteria as outlined above for promotion-and-tenure cases, with two differences: 1) the candidate will only be under consideration for promotion; and 2) only Full Professors on the P&T Committee will participate in the deliberations and vote on the promotion. Normally a minimum of 5 years will elapse between the time of promotion to Associate Professor and promotion to Full Professor.

### **C. College Professors**

Instructors and College faculty will be reviewed annually as outlined above for tenured and tenure-track faculty, except that scholarship will not be a required part of the review process. They may apply for promotion to College Assistant, College Associate, and College Full Professor. Normally, a College Assistant may apply for promotion to College Associate Professor after at least 5 years of continuous service as a College faculty member, and to College Professor after at least 5 years as College Associate Professor. Evaluations for the promotion of College faculty will be made in accordance with the specific allocation and description of duties agreed upon by the Department Head. Candidates for promotion to College Associate Professor must demonstrate excellence in teaching and professional growth activities. Candidates for promotion to College Professor must demonstrate superior teaching, professional growth, and leadership. Among the ways to demonstrate excellence in teaching, College-track faculty may provide student evaluations; reviews by tenured History faculty; peer reviews from other programs; evidence of participation in Writing Across the Curriculum, Teaching Academy, and other opportunities for strengthening teaching offered by the university; university teaching awards; and other evidence of teaching excellence.

## **V. REVIEW AND APPROVAL OF FUNCTIONS AND CRITERIA STATEMENTS**

Revisions to Functions and Criteria Statements go into effect when they are 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 Mark Carr - Ortega Date 09/20/19

Dean  Enrico Pontelli Date 09/19/19

Revised August 2018