

Standards for Promotion and Tenure

Department of History
College of Arts and Sciences

Introductory statement

The objective of this document is to guide History faculty in their scholarly development and non-historians on university and college rank and tenure committees to evaluate evaluation scholarly productivity and quality in the discipline of history. Due to the highly personalized nature of scholarship in humanities' disciplines, the Department of History believes that it is difficult to identify measurable standards that can be applied across the board in every case of tenure or promotion. This difficulty is compounded by the emergence of new digital means of disseminating scholarship. What follows constitute the History Department's basic criteria for tenure and promotion, it being understood that in deliberating individual cases Rank and Tenure Committees should consider multiple variables.

Department Mission Statement

The Department of History at Creighton University is a vibrant community of experienced and productive faculty members and talented and ambitious students. Our courses cover the world and invite students to immerse themselves in virtually every time period of human history. Beyond the curriculum, we offer opportunities for undergraduate research, internships, study abroad, presentation and publication, fellowships, and more.

A history degree from Creighton is a valuable credential that sets no limits on what you can do or what you can become. Our graduates are successful in many different educational and professional settings.

The mission of the Department of History is to prepare graduates with the knowledge and skills to bring historical insights to the study of the human experience, past and present. As a scholarly community, we aim to stimulate critical and creative thinking, to provide an ethical framework for operation in an increasingly complex world, and to form socially committed, active citizens who are the hallmark products of a Jesuit liberal arts education.

Departmental Criteria for Tenure and Promotion

Research Expectations for Tenure and promotion to Associate Professor

1. Candidates for tenure must have produced a distinguished record of academic achievement and future promise. This record is manifested in a body of research that is openly available, creative, and of high quality according to the canons of the discipline.
2. There are numerous outlets for publishing in history, not only numerous university and other presses both in the US and abroad but also a large number of diverse journals, both

general and specialized. Single or double-blind, peer-reviewed publications hold much greater weight than publications that are not assessed by recognized scholars in the candidate's particular field within History. Publications by leading presses and those appearing in scholarly venues that are noted for their stringent peer-review, again, carry the most weight.

- 3 The successful candidate must demonstrate a clear trajectory of research that shows promise of an authoritative position in his/her area of specialization. This record can take many forms, but should demonstrate consistency and purpose.

Assessment Standards for Scholarship

1. The Department of History regards the scholarly monograph as the "touchstone" in evaluating a junior faculty for tenure and promotion. Usually, a faculty member's first book is based on his/her doctoral dissertation, revised and improved by the incorporation of additional archival and other forms of research.
2. While the academic book is recognized as normative to fulfill the scholarly requirement for the attainment of tenure and promotion to associate professor, it is not the *sine non qua*. Creighton's History Department recognizes the legitimacy of other forms of scholarly output.
3. These alternate or ancillary forms can include the following:
 - The publication of articles in single or double-blind, peer-reviewed journals. In the absence of a monograph, a minimum of four vetted articles or book chapters is expected for tenure and promotion.
 - Chapters in refereed, edited books (counts less than a book but more than a chapter or article); integrative textbooks.
 - Translations.
 - Publically engaged scholarship, such as museum curating, films and public history events.
 - Editing a journal (which might be equated with producing an article); encyclopedia entries.
 - Media interviews.
 - Electronic publishing, including digital artefacts and blogging.
4. Translations, reprints, citations, and, especially, scholarly reviews provide indication of a particular work's visibility, importance, and significance.
5. Further evidence of scholarly prominence may be demonstrated by:
 - Presentations at scholarly conferences, workshops, and fora.
 - Scholarly awards and honors.
 - Membership on scholarly editorial boards.
 - Invited lectures.

- Requests to review book and article manuscripts.
- The award of competitive research grants (reviewers' reports may be submitted).

Research Expectations for Promotion to Professor

The basis for promotion to full professor in History is the continuation and elaboration of an ongoing research program that has earned the candidate an authoritative position in his/her area of scholarly focus.

The requirements for the rank of full professor should include a doubling of those for the associate rank. Emphasis should be placed on achievements since the conferral of the associate rank. The successful applicant should be an excellent teacher as measured by students. He or she will have a significant list of publications in apposite scholarly media, preferably at least one book-length work that was published since his/her promotion to Associate Professor. Alternatively, the publication list may take the form of a qualitatively equivalent number of peer-reviewed journal articles, book chapters, or contributions to collaborative works.

Teaching Expectations for Tenure and Promotion to Associate Professor

Creighton University places high value on the quality of teaching provided by faculty to students. The following are the criteria by which faculty are evaluated:

- Development of new courses.
- Uses innovative methodology, technology.
- Models and demands critical thinking in the classroom.
- Participation in student advising and mentoring
- Supervision of independent study
- Extending teaching beyond classroom through office conversations, field trips, etc.
- Participating in professional teaching activities such as workshops, institutes, etc.
- Obtaining teaching grants.
- Receives teaching award.
- Serving as an informal mentor, advises students other than official advisees.

Assessment of Teaching Standards

Evaluation of teaching should be based on a pattern that emerges from multiple sources of evidence and with consideration of department goals and assigned workload. These sources of evidence may include, but are not limited to:

- IDEA evaluations of the faculty by students against department averages.
- Occasional observation of teaching by colleagues, course syllabi, and examinations by peer evaluators.
- Record of continuing education related to discipline and area of teaching responsibility.
- Teaching awards and other forms of recognition of teaching success.
- Participation in activities designed to improve teaching effectiveness.

Tenure and promotion require evidence of good teaching. Good teaching is characterized by:

- Positive evaluations above the median level for the College faculty as measured by IDEA or an equivalent evaluation instrument;
- The offering of a variety of courses in line with College needs and expectation and in line with the candidate's place within the department.

Service Expectations for Tenure and Promotion

All faculty members shall be involved in service roles within the University, their profession or discipline, and in the community. This work should serve others and advance the mission of Creighton University and its reputation.

Performance Standards

- Shares his or her professional or disciplinary expertise with others outside the University.
- Provides unpaid consulting assistance to disciplinary, professional or community groups.
- Is recognized among the general public as a contributing member of society.
- Provides service to disciplinary or professional associations.
- Serves on University committees.
- Serves on school or college committees.
- Serves on department committees.
- Is a good colleague.

Assessment of Standards

Evaluation of service should be made in light of department goals and with respect to a number of criteria, which may include, but are not limited to:

- Participation in non-University community groups, e.g. church, neighborhood, governmental, political.
- Leadership in community groups.
- Chairing and serving on a University, school or college, community or professional committee.
- Service as an advisor to students.
- Mentoring of new faculty.
- Service on a special University, college or school assignment.
- Special recognitions for volunteer achievements.
- Participation in University, school or college, community events or social functions.

Primary requirement for Tenure and Promotion: Active involvement in the University community, to be satisfied by one of the following:

- Serving at least one term of two years or more on at least two college or university committees.
- Administering the department, an academic program or institute.

The service component should also include other contributions to the university community as well as to the civic community. Such service would typically include some of the following:

- Serving on a community, city, or state board of commission.
- Leading a freshman Ratio Studiorum.
- Advising History majors.
- Lectures or presentations to civic or community organizations.
- Undertaking research for local organizations.
- Assisting with recruitment of students.
- Acquiring a grant to enable the College or University to provide service not usually associated with an instructor's academic obligations.

Submitted May 7, 2017 by John Calvert, Professor and Chair of the Department of History, on behalf of the History department, Creighton University