

DEPARTMENT OF HISTORY
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, PROMOTION, AND TENURE

Approved December 2, 2014

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

This document spells out policies and procedures for retention, tenure, and promotion (RTP) for the Department of History. These standards and procedural guidelines *supplement* the official University RTP personnel policy. The document, therefore, remains consistent with: 1) all applicable RTP criteria for Unit 3 Faculty agreed to between the California Faculty Association (CFA) and the California State University (CSU) Board of Trustees; and 2) the guidelines stipulated in the CSU Dominguez Hills Faculty Handbook.

The Department of History is comprised of a diverse faculty recruited to both reflect the pluralism within the profession and provide students with opportunities to learn and apply varied theories and practices of history. This diversity requires members of the department to approach professional evaluation with flexibility. In accordance with university policy, teaching effectiveness constitutes the most important criterion for retention, tenure, and promotion of Department of History faculty. Scholarly/creative activity and professional service constitute the two other criteria in the RTP process.

It should be noted that the department, while accepting these three categorical emphases, seeks to avoid any implicit or explicit dichotomy between teaching and scholarship. Instead, it employs the *teacher-scholar* ideal as its symbiotic model, and thereby assumes scholarly competence and currency to be essential components of effective teaching. Further, the department recognizes the valuable relationship between teaching and service to the university and community. In addition to demonstrating effectiveness in teaching, faculty members seeking retention, tenure, and/or promotion must therefore also compile a satisfactory record of scholarly activity and service.

The Department of History stipulates specific performance expectations in three broad categories: 1) Teaching and Instructional Activities; 2) Scholarly Activities; 3) Service to the Department, College, University, Community, and Profession. This document identifies core activities in each category, and offers guidelines as to their evaluation. In particular, it outlines the performance standards that the faculty under review should meet in order to: 1) achieve various recommendations in the personnel process (tenure and promotion to Associate professor, promotion to Full Professor); 2) and/or be considered “unusually meritorious.” We believe it is axiomatic that scholars in a particular field or activity are most competent to judge the works of their colleagues.

TEACHING

The teaching philosophy of the Department of History:

The Department of History is committed to the *teacher-scholar* ideal. It encourages faculty to promote analysis and interpretation in history, to lead students toward more sophisticated concepts of history, to integrate advances in historical scholarship into the teaching process, and to take responsible educational risks in instructional pedagogy as well as in historical content.

Teaching is the most important criterion for retention, tenure, and promotion of Department of History faculty. The department recognizes that the evaluation of teaching performance may resist meaningful quantification. It therefore agrees to evaluate faculty members under review based above all else on how well they live up to the department’s mission. This is “*to provide CSUDH students with educational opportunities*”

that meet the highest academic standards, to model for students the value of diversity and cultural pluralism, and to transform our students into life-long learners capable of realizing their personal and professional ambitions.”

Teaching Activities in the Department of History include:

Teaching performance

- Teaching HIS courses
- Directing an Independent Study (HIS 494)

Curriculum development, theory, pedagogy, and assessment

- New course and other curriculum development
- Significant modification of existing course
- Development of teaching assessment tools
- Maintaining currency with developments in teaching technology

Other contributions to student learning

- Advising history majors and minors
- Advising students in the 2042 Preliminary Subject Matter Credential in Social Studies Program, including assisting students with portfolio development
- Mentoring students in preparation for presentations at Student Research Day, Phi Alpha Theta conferences, or other academic venues
- Organization of educational field trips
- Arranging for guest speaker(s)
- Applying for a grant related to the enhancement of student learning
- Maintaining active office hours

Notes:

Certain items may conceivably belong to “Teaching Activities” as well as another category of activities. In such cases, the faculty member under review may select in which category to include the item, and explain why.

This list of teaching activities is largely representative, but not necessarily exhaustive. Additional items may therefore be agreed upon between the department chair and the faculty member under review.

Methods of evaluating teaching effectiveness include:

- Reviewing course syllabi (for organization, content, and conformity to campus guidelines)
- Assessing sample assignments, tests, and projects used in classes taught in the review period
- Assessing sample graded assignments and the feedback given on them
- Determining that the faculty member has made himself/herself sufficiently available to students
- Reviewing a brief report from a tenured colleague who has observed a class by the colleague under review
- Reviewing the faculty member’s response to the aforementioned class observation report
- Analyzing student responses (both statistical and narrative) in Perceived Teacher Effectiveness (PTE) evaluations, taking into consideration the PTE response rate.
- Other methods, as appropriate and as agreed upon between the department chair and faculty member.

Notes:

At a minimum, classroom observations and reviews will be conducted each year for the first two years of a new faculty member's employment with the department. Additional classroom observations and reviews may be required by the department chair or requested by the faculty member.

SCHOLARSHIP

The Department of History defines scholarship as an original contribution to historical knowledge recognized by peers and disseminated to the profession and/or public. It considers scholarship to be a fundamental and necessary component of faculty intellectual development. Maintaining an active research agenda ensures that faculty members remain current with the literature in their field, thereby enhancing teaching and learning.

We align our assessment of scholarship in light of the heavy teaching load CSUDH tenure-track faculty must balance with research, taking into consideration the substantial time research and publication takes in our discipline. As past Vice President of the American Historical Association's Research Division, Teofilo Ruiz emphasizes, "[w]ith many institutions now requiring teaching loads of four classes or more every semester, even the most exceptional members of the profession find it impossible to continue their research."¹ And we agree with the American Historical Association's assessment that "with so many diverse kinds of colleges and universities, it is impossible to adopt uniform quantitative measurements to evaluate history faculty. In order to understand the intertwined work of teaching, research, and university and professional service, evaluators must not only consider all aspects of historians' responsibilities, but also recognize that in certain respects the work of historians differs from that of faculty in other disciplines."²

Thus, the Department of History takes into account the unique time demands of the profession that include travel to archives, working in foreign languages and paleographic skills, interdisciplinary methodology as well as keeping abreast of the latest scholarly trends. The aim of the department's approach is to avoid the surface – and at times even shoddy – production associated with a "publish or perish" mentality, and to foster instead the kind of substantive and deep scholarship that makes a lasting contribution to the field, and that can only be produced over time, in a supportive and stimulating academic environment.

The department takes the *peer-reviewed article* as its baseline but also recognizes other forms of scholarship as valuable to the discipline and to the needs of the Department of History. The Department of History's RTP committee is charged with evaluating *all* areas of a faculty member's scholarship within the context of his/her overall productivity, paying careful attention to the particular value of his/her contribution to his/her field of expertise. Consideration may also be given to the availability of internal and external funding and forums for supporting and publishing faculty member's work.

Evidence of Scholarly and Creative Activities:

Publications (either in print or online)

- Peer-reviewed article in a recognized and reputable journal
- Peer-reviewed article in a national or international journal
- A book published by an academic press or a recognized and reputable publisher of scholarly work
- Textbook, or a portion thereof

¹ Teofilo Ruiz, "Supporting Scholars Early in Their Careers: What the AHA Can Do to Nurture New History PhDs," *Perspective on History*, (May 2008) <http://www.historians.org/publications-and-directories/perspectives-on-history/may-2008/supporting-scholars-early-in-their-careers>.

² AHA Council, The "Productivity" Question: Assessing Historians and Their Work, (March 2012),

- Paper published in conference proceedings; book chapter or other contribution to edited collection or anthology; substantial review essay; museum exhibit catalog, reference work
- Book review

Other Scholarly Work

- Documentary film
- Scholarly work in a non-traditional format (website, academic blog, etc.)
- Guest lectures and keynote addresses
- Presentations of papers at professional meetings and conferences
- Conducting workshops
- Development of new pedagogical tools in history, such as interactive media
- Translation of reprints of one's own work or another scholarly piece that appear in appropriate scholarly publications
- Unpublished chapters of a book-length manuscript

Grants and Awards

- Grants, fellowships, and awards for research and writing in the discipline
- Professional recognition for excellence in research or research-related activities in the discipline
- Work on grant applications related to the department or discipline

Service to the Profession

- Participation on councils and as elected leaders in professional associations
- Review of manuscripts for academic journals or presses
- Maintenance of scholarly websites, bibliographies, online databases
- Significant contributions to the editing of journals and digital documents in the discipline
- Participation in the grant process as an evaluator or consultant for a grant-giving agency
- Participation in the publication of a professional journal
- Editorship of, or significant contributions to, a newsletter serving the discipline
- Research projects directly related to pedagogy in the discipline
- Organizing or serving on the steering/program committee of an academic conference
- Serving on boards or committees of professional organizations in the discipline
- Serving on award committees for scholarly organizations
- Serving as a consultant/expert for a mass media outlet

Notes:

In cases of co-authored works, the faculty member should explain his/her participation to the department so that it can determine how much "credit" to give.

Certain items may conceivably belong to "Scholarship" as well as another category of activities. In such cases, the faculty member under review may select in which category to include the item, and explain why.

The above list does not necessarily exhaust the possibilities; the department chair and faculty member under review may agree to include additional items.

SERVICE

The Department of History expects faculty members to participate conscientiously, cooperatively, and productively in the collective efforts and functioning of the department, College of Arts and Humanities, and University as a whole. Areas of service include: 1) service to the department; 2) service to the college; 3) service to the university; 4) service to the CSU system; 5) service to the community; 6) service to the profession.

All tenure-track and tenured faculty in the Department of History are expected to: 1) attend all department meetings; 2) share in the advising of history majors; 3) attend the annual department celebration. In addition, they are expected to participate in commencement (preferably every year; at minimum two out of three years in every three-year cycle). As this level of involvement is expected of all Department of History faculty members, participation in such activities does not count towards tenure and promotion. At the same time, failure to participate in such activities will be noted.

The department adopts a blended *qualitative/quantitative approach* in assessing the faculty member under review's effectiveness in service to the department, college, university, CSU system, community, and profession. This affords it the required flexibility to grant varying weight to service components that, though formally at the same level, are by no means comparable in their respective demand on faculty commitment in time and effort.

Service Activities include:

Department-Level Service

- Serving as department chair
- Chairing a department committee
- Serving on a department committee, either standing or *ad hoc*
- Undertaking special projects at the request of the department or its chair
- Serving as advisor to department-based student organizations
- Proposing departmental curricular modifications
- Representing the department at Day at Dominguez and similar public functions
- Collecting/analyzing data that assist departmental decisions
- Developing a grant proposal that benefits the department
- Authorship or shared authorship of major departmental documents (report, bylaws, policy, etc.)

College-Level Service

- Chairing a CAH committee
- Serving on a CAH committee
- Undertaking special projects/activities at the request of the dean
- Representing the College (rather than just the department) at a public function
- Developing a grant proposal that directly benefits the College as a whole
- Authorship or shared authorship of a major college-level document (report, bylaws, policy, etc.)

Campus-Level Service

- Representing the department as a Senator on the Academic Senate
- Chairing a University-level committee
- Serving on an Academic Senate committee or holding an Academic Senate post
- Serving on a University-level committee (UCEP, UCC, SAPAC, PRP, etc.)
- Serving on a committee for an outside department
- Serving on a task force created by the president or president's delegate
- Authorship or shared authorship of a major university-wide document

- Serving as a sponsor or advisor to a campus-wide student organization

System-Level Service

- Serving on a system-wide standing or ad hoc committee
- Contribution to a system-wide project

Community Service

- Holding office in a community organization
- Service to a local K-12 school or community college
- Consulting for community groups within one's field of expertise
- Coordinating symposia, workshops and the like for the public
- Giving a public lecture or reading
- Serving on a community task force, advancement project, or other improvement initiative

Service to the Profession

- See Scholarly Activities

Notes:

The above list does not necessarily exhaust the possibilities; the department chair and faculty member under review may agree to include additional items.

Certain items may conceivably belong to "Service" as well as another category. In such cases, the faculty member under review may select in which category to include the item, and explain why.

Consulting (paid or unpaid) will be evaluated based on: 1) benefit to the discipline and department; 2) benefit to the university.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

The standards below present minimal expectations for reappointment during a faculty member's pre-tenure and/or pre-promotion period. They are presented in two-year intervals, in conformance with the review schedule laid out in AAP 010.001 "Policy for Retention, Tenure and Promotion Procedures" (02/14/2012).

TEACHING

For each two-year cycle review, the faculty member will be deemed satisfactory upon:

- A satisfactory statement of teaching philosophy that aligns with the department mission
- Syllabi that conform to departmental goals and campus policies and procedures
- At least two satisfactory examples of assignments, exams, or projects (possibly graded)
- A brief statement outlining availability to students

The department will also expect:

- An overall rating of "satisfactory" or better on classroom observation reports
- A meaningful response to said classroom observation reports

- An average of 80% or higher of PTE responses in the top two categories (“Strongly Agree” and “Agree”)
- Examples of positive commentary in student narrative responses on PTE forms

Notes:

The stated expectations for PTE responses will hold only when response rates for PTEs meet or exceed 50%. When fewer than 50% of students enrolled in a given course complete the PTE survey, the statistical results will be given less consideration by department reviewers.

The department recognizes that new faculty may experience “growing pains” in their first years on our campus, and trust the evaluators to distinguish between these “growing pains” and actual poor performance.

The department similarly acknowledges that even the most seasoned faculty member may occasionally encounter unexpected challenges, particularly in the first or even second time s/he teaches a new course. In the spirit of our stated goal of promoting “responsible educational risks,” we encourage our colleagues to take on new challenges and pledge, in return, to take their daring and innovation into account when evaluating their efforts.

As a rule, the departmental review process will become stricter with each advancing year; the RTP committee might understand how a first-year professor’s syllabi could have faults, for example, but by the fifth year such faults should have been corrected.

The department RTP committee will determine whether items are satisfactory, taking into consideration the above caveats, and basing its decision on its members’ expertise and experience.

The department RTP Committee may recommend against retaining a faculty member who proves deficient in any of the above considerations.

SCHOLARSHIP

By instances of scholarly/creative activity and publication, we mean the items on the lists in "Evidence of Scholarship and Creative Activity" section of this document.

1. Every faculty member should point to at least two instances of scholarly/creative activity in each and every probationary year.
2. Every faculty member should point to at least one instance of peer-reviewed publication within the first four years of the probationary process.

Notes:

We understand that certain activities and publications can take more than one year; in such cases the faculty member can point to the work multiple times. For example, a faculty member working on a book manuscript might point to that work as an instance of scholarly activity for different years.

The department RTP Committee may recommend against retaining a faculty member who does not meet the above standards of scholarly activity.

SERVICE

As stated above, the faculty member under review (and all Department of History faculty, regardless of rank) are expected to fulfill the following service to the department:

- attend all department meetings
- share in the advising of history majors
- attend the annual department celebration
- regularly participate in commencement ceremonies

In addition:

Each faculty member should point to two instance of departmental service in each probationary year.

A faculty member need not point to any instances of college/university level or community-level service for the first three probationary years. After that:

- By the end of the fourth probationary year, the faculty member should point to one such instance
- By the end of the fifth probationary year, the faculty member should point to a cumulative total of two such instances, with at least one of these at the college or university level.
- By the end of the sixth probationary year, the faculty member should point to a total of three such instances, with at least one these at the university level.

Notes:

Some instances of service last more than one academic year; in such cases the faculty member can point to the same service in more than one level of review.

In the absence of successful election to a college or university committee, non-election based service at a college, university, or system-wide level may be considered in substitution.

The faculty member under review will provide evidence of the level of participation on a committee and the outcomes that resulted from the participation.

The department RTP Committee may decide to argue against retaining a faculty member who does not meet the above standards of service activity.

STANDARDS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

INTRODUCTION

Probationary faculty shall typically apply for standard tenure and promotion at the end of their sixth year at the rank of Assistant Professor.

In order to qualify for early tenure and promotion, a faculty member must demonstrate: 1) “unusually meritorious” performance in Teaching and at least one other area (Scholarship or Service); 2) “satisfactory” performance or better in the third area.

TEACHING

To earn timely tenure, the faculty member should have earned an overall evaluation of “satisfactory” or better from the department RTP committee in at least five of the six probationary years. The sixth year must be deemed “satisfactory” or better.

The department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

To earn early tenure:

A faculty member will be considered "unusually meritorious" in the area of Teaching (and thus potentially eligible for early tenure) if his/her performance consistently ranks above "satisfactory" over a broad range of teaching activities.

SCHOLARSHIP

By instances of scholarly/creative activity and publication, we mean the items on the lists in "Evidence of Scholarship and Creative Activity" section of this document. We understand that certain activities and publications can take more than one year; in such cases the faculty member can point to the work multiple times. For example, a faculty member working on a book manuscript might point to that work as an instance of scholarly activity for different years.

To earn timely tenure:

1. Every faculty member should point to at least two instances of scholarly/creative activity in each and every probationary year.
2. Every faculty member should point to at least one instance of peer-reviewed publication within the first four years of the probationary process and a second peer-reviewed publication within six years.

The department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

To earn early tenure:

A faculty member will be considered "unusually meritorious" in the area of Scholarship if s/he produces three peer-reviewed articles or their equivalent in five years or less.

SERVICE

To earn timely tenure, the faculty member under review should be able to demonstrate at least fifteen service activities, including:

- a consistent record for at least two instances of departmental service for every probationary year
- a minimum of three instance of service at the college or university level

The department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

To earn early tenure:

A faculty member will be considered "unusually meritorious" in the area of Service if s/he is able to demonstrate at least twenty-four service activities, including:

- a consistent record for at least three instances of departmental service for every probationary year
- a minimum of six instance of service at the college or university level

Notes:

Some instances of service last more than one academic year; in such cases the faculty member can point to the same service in more than one level of review.

In the absence of successful election to a college or university committee, non-election based service at a college, university, or system-wide level may be considered in substitution.

The faculty member under review will provide evidence of the level of participation on a committee and the outcomes that resulted from the participation.

The department RTP Committee may decide not to recommend for tenure or promotion a faculty member who does not meet the above standards of service activity.

STANDARDS FOR PROMOTION TO FULL PROFESSOR

INTRODUCTION

A minimum of five years at the rank of Associate Professor is required before promotion to Full Professor is to be granted. To be promoted to full professor, the faculty member under review must meet the minimum requirements listed below in Teaching, Scholarship and Service.

Teaching

The faculty member must be able to demonstrate an overall evaluation of "satisfactory" from the department RTP committee in the area of Teaching;

Scholarship

The faculty member must have produced:

- evidence of at least two scholarly activities per year with evidence of leadership in the field
- a minimum of three peer-reviewed articles (or their equivalent) in the area of Scholarship;

Service

To earn promotion to Full Professor, the faculty member under review should be able to demonstrate at least fifteen service activities, including:

- a consistent record for at least two instances of departmental service for every probationary year
- a minimum of five instances of service at the college or university level

Notes:

Some instances of service last more than one academic year; in such cases the faculty member can point to the same service in more than one level of review.

In the absence of successful election to a college or university committee, non-election based service at a college, university, or system-wide level may be considered.

The faculty member under review will provide evidence of the level of participation on a committee and the outcomes that resulted from the participation.

The department RTP Committee may decide to deny promotion to a faculty member who fails to meet these requirements.

STANDARDS FOR PROMOTION TO FULL PROFESSOR

INTRODUCTION

A minimum of five years at the rank of Associate Professor is required before promotion to Full Professor is to be granted. To be promoted to full professor, the faculty member under review must meet the minimum requirements listed below in Teaching, Scholarship and Service.

Teaching

The faculty member must be able to demonstrate an overall evaluation of "satisfactory" from the department RTP committee in the area of Teaching;

Scholarship

The faculty member must have produced:

- evidence of at least two scholarly activities per year with evidence of leadership in the field
- a minimum of three peer-reviewed articles (or their equivalent) in the area of Scholarship;

Service

To earn promotion to Full Professor, the faculty member under review should be able to demonstrate at least fifteen service activities, including:

- a consistent record for at least two instances of departmental service for every probationary year
- a minimum of five instances of service at the college or university level

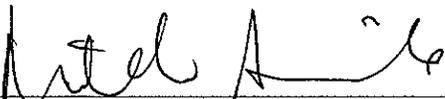
The department RTP Committee may decide to deny promotion to a faculty member who fails to meet these requirements.



Department Chair

07/27/15

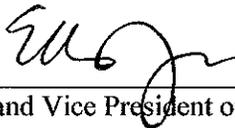
Date



Dean

7.22.15

Date



Provost and Vice President of Academic Affairs

8-12-15

Date

Notes:

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Faculty Affairs