

## History Department A, P, T and MR guidelines

### Department of History University of Kentucky

#### Guidelines Faculty Appointment, Promotion, Tenure, and Merit Review

#### 1. Departmental Mission and Principles

The Department of History is committed to fostering excellence in scholarship, teaching, and service, for the benefit of students and faculty at the University of Kentucky, the national and international community of scholars, teachers, and students of history and associated disciplines, and the public at large. To advance this mission, the Department expects all of its members to meet high standards of excellence in scholarship and teaching and to provide diligent service to the department, the university, the community, and the historical profession. All members of the Department are expected to be productive in each of these areas. Faculty evaluation for promotion and tenure will be based upon a continuing record of high-quality, effective teaching and advising at multiple levels of instruction; substantive, original and innovative scholarship, and effective service.

#### 2. Measures of Excellence: Definitions

##### a. Scholarship

##### i. Scholarly accomplishment includes the following, in descending order of value for appointment, tenure, promotion, and merit review:

- substantive, original, innovative intellectual contributions to historical scholarship recognized as such by peer evaluation and significant prizes awarded after publication, published in monographs, chapters in essay collections, journal articles, and in the form of scripts for historical documentaries and dramatization; faculty are responsible for identifying, as precisely as possible, their contribution to a co-authored work.
- original synthesis of historical scholarship (e.g., textbooks and textbook chapters; survey and state-of-the-art articles, chapters, substantive review essays; encyclopedia articles; annotated and contextualized catalogs for museum exhibition; edited, annotated, and contextualized documentary collections).
- acknowledgement of scholarly distinction by peers as reflected in research grants and awards, appointment to editorial boards of scholarly journals, and selection to evaluate manuscripts for acceptance by scholarly presses and journals. External funding as

an indicator of research achievement should be validated by refereed publication.

- presentation of scholarly papers at professional conferences in the appropriate sub-field
- book reviews; participation as commentator at professional conferences
- participation as scholar consultant or director in public history projects, teacher institutes, public history site evaluations, and public education projects with competitive public or foundation support (reflecting public recognition of scholarly expertise and distinction); selection as subject-specific speaker in association with such projects.

ii. Scholarly publication outlets that are most highly valued for appointment, tenure, and promotion are those that employ rigorous peer evaluation as an essential part of their acceptance process. Such outlets include top quality presses and journals (and, when rigorous peer evaluation is part of the acceptance process, e-journals and other electronic publishing venues and commercial presses). Publication in lesser quality presses and journals, e-publications, and other periodicals and formats that rely on editorial judgment in lieu of peer evaluation are less highly valued.

b. Teaching and Advising

i. Effectiveness of teaching will be measured by qualitative and quantitative assessment of the following:

- teaching portfolio, including teaching philosophy statement, course syllabi and supplementary material, letters from current and former student, etc., that demonstrate continued growth and development pedagogically, theoretically, and methodologically
- for candidates for tenure only: a minimum of three peer evaluations based on three different classroom visitations
- teaching awards from the university, competitive internal and external grants for curriculum development and pedagogy, and other forms of recognition of merit
- student rating and comments

ii. Effectiveness of undergraduate advising and graduate student mentorship will be evaluated by qualitative and quantitative assessment of the following:

- maintenance of an appropriate undergraduate advising caseload
- participation on M.A. and Ph.D. committees
- conscientious participation in established procedures for graduate student evaluation

c. Service

i. Appropriate service will consist of these kinds of activities:

- active participation in committees at the program, department, college, and university levels that contributes to the well-being of the University of Kentucky and strengthens its engagement with the larger community
- organization of symposia, panels, speaker series, and other activities that contribute to the intellectual life of the department, college, and university; and pursuit of internal and external funding to support institution building
- use of historical expertise in the public interest by participation in policymaking and consulting for units of government, private foundation, museums and historic sites, school, and other types of institutions
- appointment or election to and active participation on boards and committees of professional organizations that serve the discipline and its sub-fields

3. Appointments

The Department of History expects its senior members to be distinguished scholars within the historical profession who have made significant contributions to scholarship in their fields and have demonstrated excellence as teachers of history at all levels of the curriculum. Junior members will be expected to demonstrate reasonable promise of achieving distinction in their fields by making significant contributions to the scholarship in those fields. They will also demonstrate the likelihood of becoming effective teachers at all levels of the curriculum.

The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication or

dissemination of research in appropriate peer-reviewed venues. Faculty must demonstrate that they have established an independent research agenda and a long-term trajectory for their research. The candidate must show evidence of a sustained, long-term commitment to scholarly research and publication.

The successful candidate for promotion will demonstrate a continuing record of high-quality and effective teaching and advising of undergraduate and graduate students. A balanced record of accomplished teaching at both the undergraduate and graduate level, where appropriate, is expected.

Although the service responsibilities assigned to assistant professors are generally modest, it is required that all faculty members contribute conscientiously to the collective growth and development of the department, college and University.

To be eligible for appointment as Associate Professor or Professor, which normally entails tenure, the candidate should have produced a significant body of scholarship in her/his field and be recognized by distinguished peers nationally and, where appropriate, internationally.

#### 4. Guidelines for Promotion from Assistant to Associate Professor with Tenure

To be eligible for promotion to Associate Professor and for tenure, the candidate must have demonstrated excellence in scholarship, confirmed by senior scholars knowledgeable in the candidate's sub-field(s), as well as excellence in teaching and service.

##### a. Scholarship.

The candidate must have produced a significant body of scholarship in her/his sub-field whose quality has been established by peer review. In most sub-fields of history, this body of scholarship will be a monograph published or under board-approved contract by a top-quality press with a strong reputation in the candidate's field. A contract based on an incomplete manuscript or contingent upon substantial revisions will not fulfill the research requirement. Certain forms of non-traditional scholarly production, including book-length electronic publication in a recognized, peer-reviewed venue, may be considered the equivalent of a published monograph. In a few sub-fields, this body of scholarship may be a collection of articles that, together, constitute a coherent oeuvre equivalent in length and quality to a monograph.

The candidate should also demonstrate on-going scholarly activity, presenting conference papers, publishing refereed articles and chapters in traditional journals and essay collections, articles and chapters in refereed electronic publications, or other traditional and nontraditional venues.

Finally, the candidate must also provide evidence that s/he has a carefully conceived, long-term research agenda and will continue to make original and

significant contributions to the scholarship in the future. Scholarly accomplishment will be measured according to the guidelines set forth in Section 2.a.

b. Teaching

The candidate will demonstrate a record of high-quality and effective teaching and advising at varied levels of the curriculum, as measured according to the guidelines set forth in Section 2.b.

c. Service

The candidate will demonstrate a record of appropriate service to the university and to the historical profession as measured according to the guidelines set forth in Section 2.c., with the proviso that untenured faculty will be protected by the departmental administration from undue demands for service.

5. Guidelines for Promotion to Professor.

To be eligible for promotion to Professor, the candidate must have demonstrated a sustained record of excellence in scholarship, teaching, and service.

a. Scholarship

The candidate must have produced a second substantial body of original scholarship in her/his sub-field, beyond the work completed at tenure. This work, together with the earlier work, should be regarded by senior scholars in the field as a distinguished research record that has earned the candidate a national and, where appropriate, an international reputation. This second body of scholarship can be a monograph published or under board-approved contract by a top-quality press with a strong reputation in the candidate's field; a second group of articles that, together, constitute a coherent oeuvre equivalent in length and uniformly high quality to a monograph; a documentary or dramatic script; or certain forms of non-traditional scholarly production listed in Section 2.a.i. A contract based on an incomplete manuscript or contingent upon substantial revisions will not fulfill the research requirement.

The candidate should also have demonstrated a consistent record of scholarly activity of some substance, e.g. by presenting conference papers, publishing refereed articles and chapters in traditional journals and essay collections, articles and chapters in refereed electronic publications, or other traditional and nontraditional venues; etc. Finally, the candidate must also provide evidence that s/he continues to pursue a long-term research plan and will continue to make original and significant contributions to the scholarship in the future. Scholarly

accomplishment will be measured according to the guidelines set forth in Section 2.a.

b. Teaching

The candidate will demonstrate a sustained commitment to and record of high quality and effective teaching and advising at all levels of the curriculum, as measured according to the guidelines set forth in Section 2.b.

c. Service

The candidate will demonstrate a sustained record of diligent service to the university and to the historical profession as measured according to the guidelines set forth in Section 2.c. The candidates for promotion to full professor are expected to contribute more to the service mission than untenured faculty, and it is expected that these contributions will extend beyond the department.

6. Guidelines for Faculty Merit Review

Faculty performance at all ranks will be evaluated and rewarded on the basis of the guidelines for quality and quantity of scholarship, teaching, and service established in Section 2.

Approved by the History Department faculty at a meeting on Wednesday, September 1, 2004.

October 4, 2004 (approved by Dean)

History Department. Guidelines for Promotion and Tenure Document:  
Additional Section on Digital History.

The department recognizes certain types of digital research and presentation as having sufficient significance to comprise the major element in the body of scholarship evaluated for promotion to Full Professor. They meet the criteria for recognition as substantive and original contributions to scholarship. They will vary greatly in type, and will require consideration on a case by case basis. Unlike the scholarly monograph, there is no simple template; evaluation must focus on significance and successful implementation of the scholarly vision underlying the project.

Because digital research is extraordinarily diverse in form, as well as creative and still emerging, it is neither practical nor advisable to attempt classification of its types. For the purposes of determining whether a project can be considered a major element in a promotion dossier, it is more useful to consider its quality, as reflected in peer review and recognition. Among the projects that merit recognition as substantive and original contributions to scholarship are the following:

1. a. Digital projects that have internal mechanisms that validate and verify the value of the contribution to the scholarly community.
1. b. Digital projects that have received such external review and approbation that they meet the criteria for having passed through rigorous review.
1. c. Digital projects for which it is possible to obtain external review letters from appropriate scholars in the field.
1. d. Digital projects that have been accepted for inclusion in a digital scholarly hub or portal that exercises peer review as a requirement for inclusion.
1. e. Digital archives that are significant resources for a scholarly community, meet international standards for the preparation of the digital materials they contain, and that are housed in a recognized repository with appropriate provisions for data protection, preservation, sustainability, and continued access.

Special considerations:

Serious and significant digital projects tend to be collaborative efforts. For promotion to Full Professor, the candidate should be either Principal Investigator, one of multiple Principal Investigators, or in some instances Co-Principal Investigator.

Other types of digital work that might appear as enhancements to the promotion dossier include the following:

2.a. Articles published in reputable electronic scholarly journals or print journals dedicated to the field of digital research. Such journals, like traditional journals, have editorial boards comprised of leaders in the field, peer review, and regular publication.

2.b. Contributions of article-length materials (e.g., transcriptions, annotations, commentaries, translations) to scholarly sites or archives may be considered equivalent to conference papers. Podcasts and digital recordings of conference proceedings are also in this category.

2.c. Development of digital tools, environments, or specifications (i.e., software, encoding protocols, or systems other scholars can use for their projects) developed to advance historical investigations may merit consideration as either major or minor works, depending on their size, scope, and degree of innovation. These must be open source and meet international standards for consideration as components of a promotion dossier; they should also be reviewed by experts.

2.d. Scholarly blogs and wikis. There is no doubt that scholarly blogs and wikis are gaining prominence as sites of public history and expert participation in the profession. In general, they are more likely to be ranked alongside panel discussions and conference participation (rather than presentations); that is, they reflect the author's expertise and engagement with the larger community.

e. Requested reviews of funding proposals or of websites should be treated as requested reviews of manuscripts, that is, they should be recognized as service.

f. Submitted applications for funding may be included in the dossier as further enhancements to a dossier that includes a suitable quantity of published work, whether print or digital.

Approved by the History Department Faculty, Feb. 10, 2010.



Department of History  
Appointment, Reappointment, Evaluation, and Promotion Guidelines for Lecturers  
Approved by faculty October 13, 2010

1. Appointment at the Rank of Lecturer:

The appointee will have received a PhD and show promise of being an excellent teacher as evidenced by previous teaching experience, UK classroom presentations, and/or the teaching statement submitted as part of the application process.

2. Evaluation of Teaching

Effectiveness of teaching for merit review will be determined by qualitative and quantitative assessment of:

- teaching portfolio, including teaching philosophy statement, course syllabi, peer observation of classroom teaching, and supplementary material, letters from current and former student, etc., that demonstrate continued growth and development pedagogically, theoretically, and methodologically
- student rating and comments
- teaching awards from the university, competitive internal and external grants for curriculum development and pedagogy, and other forms of recognition of merit

3. Reappointment:

The lecturer or senior lecturer will have shown evidence of living up to his or her promise of excellence at teaching as evidenced by the teaching materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. The lecturer will also have a record of excellence in the performance of any assigned nonteaching responsibilities.

4. Appointment at the Rank of Senior Lecturer:

The appointee will have received a Ph.D. and demonstrated excellence in teaching at the college level for at least five years. In addition, the lecturer will have a record of excellence in the performance of any assigned nonteaching responsibilities.

5. Promotion from Lecturer to Senior Lecturer

Continued excellence in teaching as per Section 2 above. Excellence in professional development activities and service, which, where appropriate, may include but is not limited to one or more of the following:

Professional Development

- Demonstrating updating of teaching with latest scholarship in field
- Creating handbooks, textbooks, and other texts used for teaching

Service

- Organizing and/or participating in professional workshops
- Outreach to local K 1-12 schools
- TA development
- Working with History undergraduate clubs
- Campus outreach

Activities such as curriculum development and scholarly activity will enhance the candidate's case but will not be sufficient in themselves.

6. Nonrenewal of Appointment:

The lecturer or senior lecturer will have failed to perform well as a teacher (or in his or her nonteaching responsibilities) in the first year as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

7. Terminal Reappointment:

The lecturer or senior lecturer will have persistently failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

# *Addendum to History Department, Departmental Policies and Procedures (4/7/14)*

## *Department of History Expectations and Procedures for Faculty Promotion and Tenure*

### **SPECIAL TITLE SERIES FACULTY** *Department of History* **Expectations and Procedures for Faculty Promotion and Tenure**

#### **SPECIAL TITLE SERIES FACULTY**

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Excellence in teaching, research, and service is a central tenet of the Department of History. To sustain this commitment to undergraduate and graduate students; departmental, college and university colleagues, as well as members of the profession and public more generally, the department will maintain appropriate standards for accessing excellence and will assiduously mentor faculty to meet those standards. Faculty evaluation for promotion and tenure will be based upon a continuing record of effective and committed teaching; substantive, original, and innovative research or other creative work; or effective service commensurate with the person's Distribution of Effort. How the expectations listed below apply depends upon the nature of the appointment and the individual's DOE.

#### **Expectations**

##### **Tenure and promotion to Associate Professor**

Appointment and promotion shall be based on achieving excellence in the areas prescribed by the agreement with the faculty member as set out in the approved document that establishes the position, considering the DOE and, when they occur, yearly updates to the faculty member's duties. Because each special title series appointment depends upon a crafted document, developed before the faculty member is employed, each such appointment is different, thereby requiring that the criteria for tenure and promotion be different from the Regular Title Series, and from all other Special Title Series faculty. However, each such appointment in History will require several of the following: teaching, advising, research or other creative work, service or administration, curriculum development, or development of digital resources to support a scholarly field.

**Teaching:** If the Special Title position requires significant teaching, then the successful candidate will have demonstrated a continuing record of high-quality effective teaching. This will be measured primarily by a teaching portfolio that contains input from students in the form of student ratings, student comments on course evaluation questionnaires, student interviews and letters from former students. Peer evaluations conducted by faculty in the unit, evaluation of course syllabi and course summaries, and any other means that will attest to the candidate's teaching effectiveness should be a part of the portfolio. If the Special Title position requires significant advising then the successful candidate will have demonstrated a continuing record of high-quality effective advising. This will be measured primarily by a teaching portfolio that contains input from students in the form of student interviews and letters from former students. Peer evaluations conducted by faculty in the unit, and any other means that

will attest to the candidate's advising effectiveness should be a part of the portfolio. If the Special Title position requires significant curriculum and teaching development, then the successful candidate will have developed materials that are used nationally and have received excellent reviews in scholarly as well as industry journals.

**Research:** If the Special Title position requires research or other creative work, then the successful candidate will demonstrate research and scholarly accomplishments that are consistent with agreed upon expectations for the position. These accomplishments may be measured in part by external letters of assessment solicited by the College. They may also be measured by performance in areas as appropriate to the discipline, such as the publication of research/scholarship results in high quality peer-reviewed journals or, in the case of books, high quality presses or other publication media in the discipline. If appropriate to the sub-discipline, the accomplishments might also be measured by a record of peer-reviewed external research funding indicating that the candidate may be able to provide a sufficient level of support for his or her future research efforts. Other possible measures include a significant record of invited and/or contributed talks at major academic institutions, industrial and governmental laboratories, conferences and workshops; receipt of professional honors and awards; the effective direction of doctoral or masters studies of graduate students; and any other accomplishments demonstrating that the candidate is a capable scholar.

**Service:** If the Special Title position requires significant service, then such activity shall be evaluated by appropriate officers, administrators, or peers appropriate to the position. Appropriate levels of quality service to the Department, College, and University must also be maintained. If the Special Title position requires significant computer programming, then such programs shall be put in use by educators, scholars, or practitioners in the field of endeavor, and shall have received excellent reviews from colleagues or journals in the field.

## **Expectations**

### **Tenure and promotion to Professor**

The associate professor who is a successful candidate for promotion to Professor will have realized the promise implicit in the award of tenure. A continuing record of high-quality activity appropriate to the position should be evident along with a strong indication that it will be maintained.

**Teaching:** If the Special Title position requires significant teaching and advising, then the successful candidate for promotion will have demonstrated a continuing record of high-quality effective teaching and advising. This will be measured primarily by a teaching portfolio that contains input from students in the form of student ratings, student comments on course evaluation questionnaires, student interviews and letters from former students. Peer evaluations conducted by faculty in the unit, evaluation of course syllabi and course summaries, and any other means that will attest to the candidate's teaching effectiveness should be a part of the portfolio.

**Research:** If the Special Title position requires research then the successful candidate will further demonstrate research and scholarly accomplishments that are consistent with agreed upon expectations for the position. These accomplishments will be measured in part by external letters of assessment solicited by the College. They may also be measured by

performance in areas as appropriate to the discipline, such as the publication of research/scholarship results in high quality peer-reviewed journals or, in the case of books, high quality presses or other publication media in the discipline. If appropriate to the sub-discipline, the accomplishments might also be measured by a record of peer-reviewed external research funding indicating that the candidate may be able to provide a sufficient level of support for his or her future research efforts. Other possible measures include a significant record of invited and/or contributed talks at major academic institutions, industrial and governmental laboratories, conferences and workshops; receipt of professional honors and awards; the effective direction of doctoral or masters studies of graduate students; and any other accomplishments demonstrating that the candidate is an outstanding scholar.

Service: If the Special Title position requires significant service then the individual must also demonstrate leadership in quality service to the department, college, and university. To the extent that service, as reflected in the DOE, is a major component of responsibility it will become a major component in the overall evaluation.

In any area where the Special Title position requires significant activity, the associate professor will be held to a high degree of excellence, commensurate with her or his distribution of effort.

