

**Tenure and Promotion Guidelines for the Department of History
College of Arts and Sciences at Washington State University
(Revised and Adopted, Department of History, 4/8/2020)**

Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. The *Faculty Manual* of Washington State University states the official criteria and procedures for advancement to promotion in rank for all faculty. The current *Faculty Manual* is found on the web at http://www.wsu.edu/Faculty_Senate. Expectations for promotion in rank in the College of Arts and Sciences (CAS) are provided by the College's tenure and promotion document (see <http://cas.wsu.edu/faculty-staff/policies.html>). The following text supplements the guidelines of the *Faculty Manual* and CAS and explains their application in the department for tenure-track and career-track faculty. Nothing in this document should be construed to be in conflict with the broader statements of CAS, university rules or the *Faculty Manual* pertaining to tenure and promotion. In cases of apparent conflict, the CAS guidelines and *Faculty Manual* take precedence.

The following criteria are central to advancement in rank for all academic faculty, including those in tenure and career tracks:

- Excellence in teaching demonstrated in credit courses using appropriate modes and techniques.
- Teaching and leadership effectiveness in workshops, short courses, and conferences.
- Effectiveness in advising and/or supervising students, undergraduate and graduate as appropriate.
- Productivity in research or creative scholarship; ability to obtain external funding for teaching, research, and service as appropriate.
- Service to the institution, the profession, and the public.

These criteria underlie expectations for promotion in the department. Departmental expectations for meeting these criteria are outlined below. The department will be guided by the policies suggested by the American Association of University Professors in the book, *Academic Freedom and Tenure: A Handbook of the American Association of University Professors*; "Tenure, Promotion, and the Publicly Engaged Academic Historian," a report adopted by the Organization of American Historians (OAH) Executive Board on April 8, the National Council on Public History (NCPH) Board of Directors on June 3, and the American Historical Association (AHA) Council on June 5, 2010, and by the criteria listed below.

General Statement on Excellence in Teaching

These criteria for excellence in teaching apply to all academic faculty, including tenure and career tracks. In considering a case for promotion, the department values a demonstrated record of achievement and growth, one that demonstrates positive evolution and innovation in a faculty member's teaching over time. The department also recognizes that teaching occurs in a variety of modes and environments outside of the formal classroom setting. Work such as independent studies, mentoring and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can thus also be an element in promotion cases.

Excellence in teaching should be presented and assessed through multiple measures and with attention to the teaching that has occurred throughout a candidate's time in rank. While high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion. Additional measures of teaching excellence may include:

- peer evaluations
- participation or leadership in program assessment and development
- selection and development of teaching material (both proprietary and open education resources)
- effective engagement with larger unit and discipline efforts to advance pedagogy and curricula, internal and external awards
- presentation or publication of material regarding teaching in appropriate professional outlets

General Statement on Criteria for Evaluating Service

In appointments that include a service component, the following are regarded as evidence in evaluating service activities: a) letters from supervisors, committee chairs, peers, or others who can document the activity; b) publications describing the faculty member's activities; c) copies of programs, flyers, etc., that document the activity or contribution. Positive impact is most important, which at the unit level means contributing to atmosphere, function, collegiality, programmatic development, and enhancement of the department at the institutional, regional, or national level.

Career-Track Faculty

In the department of history, career-track faculty are classified as teaching career track or scholarly career track. Procedures for promotion in each category are outlined below.

General Procedures for Promotion of Career-Track Faculty

Career-track faculty intending to seek promotion should obtain written clarification from the department chair (or, where relevant, regional campus supervisor) regarding how the particular terms of their appointment (that is, the relative proportions of teaching, research, and service) will affect the criteria by which they will be evaluated when considered for promotion.

The faculty member is responsible for maintaining a personnel file that provides material bearing on the criteria identified below (e.g., curriculum vita, teaching portfolio, teaching evaluations, supplemental material related to the secondary area of expertise, such as research, scholarship, creative work, outreach, service, advising, or training activities). Additionally, the chair will obtain at least five supporting letters: these may be internal or external to WSU, but all letters must be external to the department. Additional letters from students, colleagues within the department, and/or the campus program leader may be included as supplemental materials but they may not be counted as part of those providing external reviews. Candidate portfolios should list all formally approved leaves (e.g., FMLA), and may also provide context and descriptions

regarding other impediments in teaching or service productivity, such as assumption of substantial administrative tasks. The chair's annual reviews will be included in the candidate's dossier at the time of application for promotion.

Career-track assistant professors will participate in annual performance reviews and must receive satisfactory ratings to remain on appointment.

Career-track assistant professors are not typically considered for promotion to career-track associate professor prior to the end of the fifth year of service (with the evaluation process occurring during the sixth year of service). However, extraordinary candidates may be offered the opportunity to advance in rank earlier.

Under normal circumstances, consideration of promotion from career-track assistant professor to career-track associate professor will be initiated by the chair. Documentation will be assembled by the candidate and made available for review by the faculty members at or above the rank of prospective promotion. After formal discussion, written recommendations will be solicited from the eligible faculty. Based on the discussion and recommendations, the chair will decide whether or not to forward to the dean a recommendation for promotion evaluation and the supporting documentation.

Career-track associate professors will continue to participate in annual performance reviews and must receive satisfactory ratings to remain on appointment.

Under normal circumstances, consideration of promotion from career-track associate professor to career-track professor will be initiated by the chair. Procedures for evaluation will be the same as those for promotion to career-track associate professor. Consideration for promotion to the rank of career-track professor is based on the quality of the candidate's cumulative record over the entire appointment period.

Faculty may remain at the rank of career-track associate professor, if promotion to career-track professor is not pursued or is not granted, contingent upon receiving satisfactory rankings during annual reviews. Performance reviews for career-track professors will be conducted annually.

Career-track faculty at all regional campuses will be evaluated by the same criteria. The only difference in evaluation will be recognition of the different demands and opportunities for regional campus faculty. Regional campus demands and opportunities will be evaluated by information included in separate context statements provided by the regional campus academic director or assistant vice chancellor and by the career-track faculty member. All career-track faculty will be expected to be effective classroom teachers and mentors to students.

Promotion to the rank of career-track associate professor will depend, in general, upon adequate demonstration of the candidate's sustained effectiveness in the areas included in the terms of the appointment. Time in rank is not sufficient by itself for promotion. Promotion to the rank of career-track professor will depend upon evidence of significant recognition, reputation, and record of continuing effectiveness in all areas of appointment.

In all cases above, expectations contrary to these policies should be based on a written understanding prior to the period of assessment.

General Statement on Secondary and Tertiary Areas

Given the potential range of secondary and tertiary areas available to career-track faculty, the department recognizes that the profiles and accomplishments of candidates for promotion may vary widely. The department expects that the following characteristics will inform the evaluation of candidate performance in one or more of the secondary areas:

- a. Growth: within their secondary area(s) candidates should demonstrate increasing levels of accomplishment, responsibility, engagement, and/or leadership.
- b. Coherence: activities within secondary area(s) should contribute to candidates developing a particular expertise and a recognizable professional profile.
- c. Impact: activities within secondary area(s) should contribute to the advancement of a scholarly field; curricula, programs, or departments; colleges, campuses, or the university as a whole; individual students or student groups; initiatives in research, scholarship, or creative activity; opportunities for public engagement and policy influence; or other defined areas of work beyond individual professional development. Activity that has not secured specific outputs or results, such as scholarship “in progress” or new programs still in development, will be recognized but thus accorded lesser significance.

Teaching Career Track

Faculty in the teaching career track have appointments that are primarily oriented toward teaching, with limited expectations for service and limited or no expectations in research, scholarship, or creative activity. As such, promotion within this career track is determined largely by a continuing excellence in teaching. This will be evaluated according to the “General Statement on Excellence in Teaching,” above.

Promotion to Teaching Associate Professor

Candidates for promotion to teaching associate professor are expected in the first instance to demonstrate that their teaching effectively supports course and unit learning outcomes, and that it reflects the current state of knowledge and pedagogy in the discipline. Assignments in service or research, scholarship, and creative activity will be evaluated by the standards applied to the evaluation of secondary areas, with particular expectations conditioned by the faculty member’s contractual workload.

Regarding teaching, candidates for promotion to teaching associate professor should demonstrate the capacity to effectively communicate course content to students, and their course and assignment designs should be accessible to all students. These designs should also support student success and active learning. Where appropriate, candidates are expected to help develop these qualities in teaching assistants assigned to their supervision. For promotion to teaching associate professor, the department also particularly values the capacity and commitment for further development as a teacher, especially when these qualities build upon the pedagogical growth a faculty member has already pursued as a teaching assistant professor. Versatility in the classroom, as shown either by teaching a range of classes or by pursuing new methods of teaching within regularly reoccurring set of courses, can also demonstrate that a faculty member

continues to develop as a teacher. Such qualities help ensure the continuing level of excellence appropriate to a more senior position in this track.

Promotion to Teaching Professor

Candidates for promotion to teaching professor are expected to demonstrate continuing effectiveness in the classroom, as well as elements of pedagogical growth and leadership beyond that which would characterize promotion to teaching associate professor. Assignments in service or research, scholarship, and creative activity will be evaluated by the standards applied to the evaluation of secondary areas within the scholarly track, with expectations conditioned by the faculty member's contractual workload expectations.

Candidates for promotion to teaching professor should demonstrate not only sustained excellence in classroom teaching but also innovation and further growth in their pedagogy, course and assignment design, and efforts toward student success. The department recognizes that such efforts may expose the faculty member to lower student evaluation scores or unsuccessful moments of teaching. In assessing such instances, and growth in teaching more generally, the department will seek a pattern of iterative growth, one in which a faculty member extends their pedagogy, assesses the results of that change, and makes further adjustments based on those assessments.

Especially for promotion to teaching professor, the department also values efforts and initiatives toward supporting the growth of colleagues and graduate students (both within and outside the unit) as teachers, and work to enhance a unit's curricula. Candidates seeking promotion to teaching professor are expected to demonstrate leadership within and/or outside their home unit. Such qualities reflect a concern with the larger dimensions of teaching appropriate to the highest teaching-centered rank within the college.

In appointments that include a service component, see the "General Statement on Criteria for Evaluating Service" above.

In appointments that include a research component, see the "*Criteria for Evaluating Research*" below.

Scholarly Career Track

Faculty in the scholarly career track generally have appointments that include both a primary allocation toward teaching and a significant allocation dedicated to research or scholarship, academic service, advising, or some combination thereof.

Given the resulting diversity of such appointments, and in particular the potential range of secondary duties, all promotion reviews for faculty in the scholarly career track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract. The department recognizes that the needs of a unit or the candidate's professional development may result in changes in these assignments, especially in a candidate's secondary area(s). Shifts in these areas will thus not necessarily be considered an impediment to a candidate's promotion. In some cases, successful faculty members who have changes in

secondary areas may need more time in their current rank in order to achieve the credentials necessary for promotion to the next rank.

Criteria for Evaluating Teaching

Promotion within this career track is determined largely by a continuing excellence in teaching. This will be evaluated according to the “General Statement on Excellence in Teaching,” above.

Criteria for Evaluating Research

For appointments in the scholarly career track with a significant research appointment (usually 20%), the department requires evidence of sustained research productivity for consideration for promotion as indicated by one or more of the following over the term of evaluation in proportion to the terms of the appointment:

- a. Publication of one sole- or co-authored peer-reviewed monograph based on original research with a reputable academic press. This monograph must be published or “in production.”
- b. Publication of articles (sole- or co-authored) in refereed journals; or production of a comparable body of work (see “c” below). Online publications must meet the same standards of peer review as print publications.
- c. Certain substantial peer-reviewed historical research projects may be considered comparable to either a scholarly monograph or peer-reviewed articles in a reputable scholarly journal, provided that they contain significant original scholarship, and may include: museum exhibition, historical documentary, critical edition, translation, article in an edited collection, multi-monograph review essay, textbook or comparable publication for classroom use, scholarly website, book intended for a broad audience, bibliographical articles, edited anthology, policy statement, contract research paper or other commissioned study, editorship of a scholarly journal. Collaborative or interdisciplinary scholarship may be offered as evidence of research productivity.
- d. Annual contribution of paper presentations, roundtables, or other talks at disciplinary professional meetings at the local, regional, national (or international) level and/or invited talks at professional meetings, secondary institutions, civic organizations, or at other institutions.
- e. Annual evidence of scholarly productivity in the field of history or history pedagogy, which may include the following: conference posters, book reviews, encyclopedia entries, magazine articles intended for a broad audience, museum exhibition, film, documentary, critical edition, translation, bibliographic article, edited anthology, academic website, policy statement, contract research paper or other commissioned study, or newsletters.

The department assesses evidence of sustained productivity in proportion to the percentage of research responsibilities. The following guidelines apply:

- a. 10% research appointment: there is no minimum requirement for peer-reviewed publications, but candidates for promotion to career-track assistant professor must demonstrate ongoing scholarly activity in at least one of the research criteria enumerated above.

- b. 20% research appointment: a minimum of two peer-reviewed publications or one sole-authored monograph as part of a demonstrated program of ongoing scholarly activity; or comparable outputs as identified directly above (in section “c”).

In appointments that include a service component, see the “General Statement on Criteria for Evaluating Service” above.

Promotion to Scholarly Associate Professor

While contractual expectations will inform any individual case for promotion to scholarly associate professor, initial promotion within this career track is most frequently determined by a continuing excellence in teaching and an emerging record of sustained accomplishment in the secondary area(s) relevant to the candidate’s appointment.

The teaching of candidates for promotion to scholarly associate professor will be evaluated in adherence with the criteria established for promotion to teaching associate professor, described above, with particular attention being paid to the demonstration of effective communication, accessibility of the course and assignments, support for student success, and the capacity for further development as a teacher. Proportionate to contractual expectations, performance in the secondary area(s) is to be assessed using the criteria detailed above, with particular attention being paid to the qualities of coherence and growth. In terms of impact, candidates emphasizing work internal to WSU, such as advising or program development, should demonstrate an emerging reputation for individual excellence and engagement. Candidates emphasizing externally facing work, such as research/scholarship/creative activity or public engagement and policy efforts, should demonstrate an emerging regional or national reputation in these areas. Letters of support detailing this activity and its impact can be included among a candidate’s materials.

Promotion to Scholarly Professor

While contractual expectations will inform any individual case for promotion to scholarly professor, promotion to this rank is most frequently determined by a continuing excellence in teaching and a sustained record of accomplishment and leadership in the secondary area(s) relevant to the candidate’s appointment.

The teaching of candidates for promotion to scholarly professor will be evaluated in adherence with the criteria established for promotion to teaching professor. Candidates for promotion to scholarly professor who have teaching expectations are expected to demonstrate continuing effectiveness in the classroom, as well as elements of pedagogical growth and active leadership beyond that which would characterize an initial promotion. In particular, candidates should demonstrate qualities of exploration, innovation, and classroom or curricular versatility.

Proportionate to contractual expectations, performance in the secondary area(s) is to be assessed using the criteria detailed above, with particular attention at this level being paid not only to continuing potential for growth but also impactful leadership. Candidates emphasizing work internal to WSU, such as advising or program development, should demonstrate a capacity to translate their individual efforts into work with broader positive impacts among colleagues, curricula, departments and programs, or the university as a whole. Candidates emphasizing

externally impactful work, such as research/scholarship/creative activity or public engagement and policy efforts, should demonstrate an established regional, national, or international reputation in these areas. Together such qualities reflect a concern with the larger dimensions of accomplishment appropriate to this rank. Letters of support detailing this activity and its impact can be included among a candidate's materials.

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