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History: Appointment, Promotion, and Tenure Documentation

The College at Brockport

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CRITERIA FOR APPOINTMENT, REAPPOINTMENT,
CONTINUING APPOINTMENT (TENURE),
AND PROMOTION

DEPARTMENT OF HISTORY
February 2013

Departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions. These department APT documents are reviewed and approved by the deans and the Provost and Vice President for Academic Affairs. Accordingly, they represent guidelines agreed to by College Administration in making these decisions. These guidelines in these departmental documents describe a set of performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation. Departmental expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate's professional performance and contributions.

From the College's Faculty Guide:

Departmental APT documents are explicit in describing the guidelines for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department's system of weighting the relative importance of teaching, scholarship and service though as a general rule, teaching must be always weighted at least 50%, and scholarship must be weighed more heavily than service). Of course, departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions. These department APT documents are reviewed and approved by the deans and the Provost and Vice President for Academic Affairs. Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. These guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation. Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate's professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate's potential for achieving and/or performing at, the highest academic rank.

The Department of History, in seeking to foster a community of scholars and teachers, and to reward merit and service to the student body, the university community, and the historical profession, adopts the following criteria for appointment, reappointment, continuing appointment, and promotion.

1. All departmental recommendations shall be consistent with the statement of the Board of Trustees of the State University of New York regarding appointment and promotion and in

the spirit of the final report of the Faculty Roles and Rewards Committee (Dec.1998). They shall also be consistent with approved APT policy at SUNY Brockport.

2. Personnel recommendations shall be made with reference to evidence of on-going successful teaching, scholarship, and service. The chair will develop with each faculty member the relative weighting for evaluation of teaching, scholarship, and service, with teaching being greater than or equal to 50% of faculty performance and scholarship being greater than service.
3. The Department of History believes that teaching is our most important function and that excellence in teaching is our first and foremost responsibility. Teaching promotes, guides, facilitates, and evaluates student learning.
 - A. Procedures for Evaluating Teaching: In assessing success in teaching and learning for reappointment, continuing appointment, and promotion, the Chair and Governance Committee shall take into consideration all relevant evidence provided by the regularly constituted Teaching Evaluation Committee.

Since 1972 the Department of History has employed an ad hoc Teaching Evaluation Committee (TEC) for each candidate for renewal, tenure and/or promotion. A TEC consists of three faculty members, one chosen by the candidate, one by the Governance Committee, and the third chosen by the first two. Generally all three members of the TEC will be voting members of the department, but where appropriate, the third member may be selected from outside the department. A voting member of the department is a faculty at academic rank whose appointment is either wholly or jointly with the Department of History. For continuing appointment and promotion to associate professor, assuming continued teaching effectiveness, the previous TEC will simply update the candidate's materials from the year between a second renewal and continuing appointment.

Members of the TEC write a detailed report analyzing not only their classroom observations and student interviews, but also the candidate's teaching portfolio. All three TEC members visit and observe the candidate's classes and write up their observations. They also examine the candidate's teaching portfolio, which includes classroom materials (such as syllabi, sample assignments, course outlines, group-work projects,, examinations, etc.); evidence pertaining to curriculum development and/or course revisions as well as the currency of courses and of their content. The TEC members also assess the range and level of classes taught based on departmental goals (including general education lower-division courses and graduate courses) and the development and use of new pedagogical strategies or instructional technology. TEC members also review evidence of the faculty member's ability to engage students in academically challenging and rigorous learning (including through freshman seminars, research methods classes, capstone research-intensive courses, and other writing-intensive and/or research-intensive teaching; mentoring independent student research papers, study abroad; collaborative learning; critical inquiry, oral communication; and/or mentoring of students on presentations, conferences, public history work,

internships, etc.). The TEC also considers grade distributions over time; methods of evaluating student learning; demonstration that the faculty members' courses meet departmental curricular needs; and the candidate's philosophy of teaching.

Additionally, the TEC assesses student evaluations of the candidate using the college's designated evaluation system, letters of support, and interviews of students. The candidate submits lists of students who earned As, Bs, and Cs in given courses, from which the TEC selects a number to interview from each grade category. The TEC may, where appropriate, consider particular accomplishments of the candidate's students and the candidate's additional service to students (e.g. successful advisement to student organizations, supervision of independent study, research with students). Finally, the TEC conducts an extended interview with the candidate.

- B. **Common Expectations for Teaching at all Ranks:** The normal teaching load for faculty at Brockport is 3/3 with an active program of scholarship as defined by the Department. Professors who do not maintain an active program of scholarship will have additional teaching or service responsibilities. We expect that all faculty members at all ranks will 1) clearly articulate to students the goals, objectives and requirements of the course as well as the methods and standards used to evaluate student performance; 2) ensure that their courses are regularly revised to reflect current scholarship and new thinking in the field; 3) effectively communicate with students and be available for out-of-class assistance and feedback on papers and exams; 4) prepare for class in a systematic fashion and make full and effective use of class time; 5) provide some mechanism for students to evaluate the course. For details on teaching load and the relative weight of teaching in our personnel decision see the Report of the Faculty Roles and Rewards Report, unanimously approved by the senate December 7, 1998.
- C. **Variable Expectations:** We expect to see clear and demonstrated growth in teaching effectiveness as individual faculty members are evaluated for reappointment, tenure and promotion. We expect faculty at the assistant professor level to demonstrate competency in meeting the goals enumerated here; at the associate professor level we expect mastery; and for professor we expect not only mastery of these skills but a leadership role as well in the department's teaching mission. Indications of such growth may include, but are not limited to, the following:
- (i) A deepening mastery of subject matter. We expect that over time a faculty member will improve his/her familiarity with the scholarly literature relevant to his/her courses, particularly those offered on a regular basis, and be able to integrate that material into courses.
 - (ii) A broadening of the range of courses taught. Within the limits of the Department's curricular needs, we would expect that faculty members being considered for tenure, Associate or Professor, would demonstrate an ability to construct courses beyond their formal graduate training and tailored to a variety of student audiences.

- (iii) Diversification of pedagogical techniques: We expect faculty members to be engaged in the pedagogical, as well as the scholarly, dimension of our profession and to demonstrate both an awareness of and an ability to incorporate a growing range of pedagogical strategies in their courses.
 - (iv) Particularly for promotion to Professor, leadership in curricular and pedagogical dimensions of the Department's total teaching program and mentoring of junior faculty.
4. The Department has always believed that sustained scholarship is essential to quality teaching. In assessing scholarship, the Department's Governance Committee will evaluate both the quantity and quality of scholarly output.
- A. Common Expectations for Scholarship at all Ranks: The Department will expect active, sustained and fruitful intellectual engagement with professional peers on a national and/or international level. Scholarship completed while a member of this faculty is primary in personnel decisions. Previous scholarship will be given consideration only if there is evidence of sustained productivity in scholarship while at Brockport. In general, the Department expects members to publish their scholarship through articles and books for advancement in rank, although edited works, textbooks, and critical bibliographies may be considered as part of scholarly output. It recognizes that the quantity of publication expected in different subspecialties will vary and that specific expectations must be defined for faculty accordingly.
 - B. Variable Expectations: The higher the rank, the greater the quantity and quality of intellectual engagement. Specifically:
 - (i) Initial Appointment as Assistant Professor. The candidate should have earned a PhD in history and demonstrated promise of continuing commitment to scholarship.
 - (ii) Initial Reappointment as Assistant Professor (2nd year review). Normally, the candidate will demonstrate a continuing commitment to scholarship through participation in panels at conferences and publications such as book reviews or articles in refereed journals.
 - (iii) 2nd Reappointment as Assistant Professor (5th year review). The Department will expect the candidate to be on track to meet the criteria for continuing appointment in another year. The candidate could be considered for early promotion at this juncture.
 - (iv) Continuing Appointment (Tenure)/Promotion to Associate Professor. The Department will consider scholarship reviewed favorably by external professional peers that demonstrates the ability to work independently, to make serious contributions to the ongoing exchange of scholars in the field, and to succeed in a competitive context. Historical scholarship combines the most rigorous aspects of

the Arts and Sciences. Historical writing demands the creativity and engaging prose of literature and standards of research and documentation of the hard sciences. Historical research cannot be achieved in a lab or private studio, but requires numerous technical research skills and extensive travel to multiple archives in order to discover relevant material. The Department in assessing scholarship will take into consideration scholarship reviewed by external professional peers who have themselves contributed significant articles and/or books to the candidate's specialty. In the Department of History, the candidate for continuing appointment is asked to provide a list of several possible outside evaluators. The Chair and Governance Committee then prepare their own list. Two evaluators are chosen from each list.

The department's measure for evidence of scholarly production for continuing appointment is a published or in-press scholarly book-length monograph or four significant publications, such as articles accepted in refereed journals of national and/or international repute or original chapters in edited books of significant scholarship. A publication contract for a book-length monograph can substitute for one article or chapter. In addition, three book reviews or encyclopedia articles (if peer reviewed), a major grant, a peer-reviewed article on the scholarship of teaching, or a peer reviewed and published scholarly video, software, or documentary production can substitute for one other article or chapter. The Department in consultation with the Dean may consider other peer-reviewed evidence of scholarship in lieu of the above. We expect a minimum of two scholarly products since the candidate began teaching at Brockport. Exceptions to this will be negotiated at the time of initial appointment.

- (v) Promotion to Professor. There are essentially three ways to meet the Departmental standard for promotion to Professor in terms of scholarship: the publication of a monograph that demonstrates considerable intellectual development since the last promotion, a sustained output of articles in scholarly journals that are judged by authorities in the field as equivalent to the publication of such a monograph, or a combination of the two. Although not substituting for this evidence of original scholarship, other works, such as anthologies, expositions, papers read at conferences, and book reviews as well as grants and awards will also be considered by the Committee as enhancing the case. It will be the task of the Chair and Governance Committee, assisted by outside reviewers, to decide whether the candidate's scholarly output is satisfactory in terms of quantity and quality. Essentially, the candidate must demonstrate sustained engagement with and contributions to the profession.
- (vi) Active Program of Scholarship. Within the context of the demands of historical scholarship, the department chair will review each professor's annual report for evidence of an active program of scholarship. Each professor's program will be unique given his or her interests, fields of expertise, and the range of historical inquiry. A professor's ongoing research, such as reading professional material, trips to archives, and acquisition of new research skills, comprises the major time

commitment in historical scholarship. These scholarly activities should lead toward the production of new knowledge. Evidence of progress toward the production of new knowledge should appear in each professor's annual report. The chair shall determine the appropriate timetable for each professor's completion of his or her scholarly projects. The chair will consider a wide range of scholarly products and activities as evidence of an active program of scholarship for any given year.

The evidence of an active program of scholarship can include but is not limited to:

- Peer reviewed monograph
- Peer reviewed article
- Chapter in a refereed book
- Peer Reviewed and published scholarly software, video, or documentary productions
- On-Going Research
- Trips to Archives
- Acquisition of New Research Skills
- Editorial Board of a Professional Journal
- Referee book or article manuscripts
- Referee major grant proposals
- Invited paper at a national/international professional conference
- Accepted papers at a national/international professional conference
- Commentator on papers at a national/international professional conference
- Editing a book that is subject to peer review
- Textbooks subject to peer review
- Translations subject to peer review
- Organizing and/or chairing a session at a national/international professional conference
- Creative productions such as museum exhibits subject to peer review
- Grants written and/or received
- Encyclopedia articles
- Book reviews
- Peer reviewed article or book on the scholarship of teaching

5. The Department of History believes that service to the department, the college, the university, the community, and the profession supports the advancement of learning and the enrichment of campus culture.

A. Common Expectations for Service at all Ranks: On-going participation in governance and decision-making in the department and the college, as well as advising, attendance at department and college-wide functions (such as Phi Alpha Theta inductions, the Department Recognition of Graduates, the Academic Convocation, Honors and Awards Ceremonies and the college Commencement ceremonies), shall be expected of all members. The department encourages faculty to participate in activities beyond the campus, especially in professional organizations. Such networking will advance individual careers and promote the national visibility of the college, easing the advancement of our graduate-school-bound graduates. Community service related to the

candidate's disciplinary expertise and to the mission of the college will also be considered.

- B. Variable Expectations: Given the importance and expectation of successful teaching and scholarship and the recommendations of the Roles and Rewards Committee that teaching and scholarship be given precedence, the History Department believes that junior faculty can be employed most productively in service activities within the department. Specifically, we expect:
- (i) For Reappointment: Successful and conscientious advisement, active participation on departmental committees, and contributions to the department's college-wide duties (such as late registration and Saturday Information Sessions).
 - (ii) For Tenure/Associate Professor: continued successful and conscientious advisement, substantial contributions to departmental initiatives, and regular contributions to the department's college-wide duties (see above).
 - (iii) For Professor: Leadership on departmental committees and active participation in college-wide governance activities and/or leadership roles in professional organizations.

6. None of the above shall be construed as requiring identical levels of activity in all areas of judgment. Creativity in the life of the mind inevitably involves choices of emphasis, reflecting the needs of the department and the college, as well as those of the individual's career. Each candidate shall be judged within the framework of those choices, consistent with the above standards.
7. Candidate's application should include a cover letter highlighting the salient features of his/her teaching, research, and service.
8. The Chair and the Governance Committee shall provide the Department with a full week to study proposed letters of recommendation on all nominees for promotion and continuing appointment before the Department meets to vote on the recommendation(s). If ten per cent of the department requests review of a promotion recommendation, the Chair and the Committee shall provide detailed support for the recommendation before the Department meets to vote on it. The Department vote will be recorded and forwarded to the Dean with the Governance Committee's and Chair's recommendations.