



Office of the Provost

Department of History

Promotion and Tenure Evaluation Guidelines

Approved: 2021

Office of the Provost
James Madison University

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Department of History

Standards for Tenure and Promotion

The Faculty Handbook (§III.E.2.b., III.E.6., & III.E.7.) outlines the criteria for tenure and promotion.

The following document outlines the Department of History's standards for tenure and promotion in the performance areas of Teaching, Scholarly Achievement and Professional Qualifications, and Professional Service. In order to achieve tenure and advance to the rank of Associate Professor within the Department of History, candidates must achieve a rating of Excellent in at least one of the three performance areas and at least a rating of Satisfactory in the other two performance areas.

In order to advance in rank to Professor, Associate Professors normally have completed five years in academic rank (Faculty Handbook III.E.6) and achieve a rating of Excellent in two of the three performance areas and at least a rating of Satisfactory in the third. Service may be one of the two performance areas of Excellence in order to advance in rank to Professor. To advance in rank to Professor, Associate Professors must demonstrate how they have met the standard for promotion in each performance area since they achieved tenure.

Candidates for tenure and/or promotion should submit a portfolio to the Department PAC and AUH by October 1. The Department PAC Chair will provide candidates with instructions on how to submit the portfolio in electronic format. The portfolio should be in two parts.

Part I

1. A promotion and/or tenure cover sheet: a single sheet of paper specifying name, current rank and title(s), desired action (promotion to specific rank, promotion with tenure, tenure only, etc.), year of appointment to present rank, highest academic degree with date awarded, rank and date of JMU initial appointment, other ranks held at JMU and years in each, previous service as full-time faculty at other institutions (names, dates, and rank), and other closely related employment history.
2. A copy of the faculty member's initial contract with JMU along with any additional contracts or letters/memos of agreement that alter the conditions under which tenure and/or promotion is to be considered.
3. A narrative statement from the individual in support of candidacy. The statement should be between 3000 to 5000 words and organized around the performance areas of teaching, scholarly achievement and professional qualifications, and professional service. Within each of these three performance areas, candidates should demonstrate how they have met the department's standards for tenure and/or promotion.
4. Copies of each of the AUH annual evaluations.
5. Copies of all official evaluations conducted by the PAC since the time of the last promotion or during the entire probationary period if the faculty member is a candidate for tenure.
6. A comprehensive Curriculum Vitae.

Part II

This part of the portfolio, separate from Part I, is the appendix that provides the documentary support for the claims that candidates for promotion make in Part I, section 3. This appendix should be divided into three subparts, one for each of three performance areas.

The Department strongly encourages candidates for tenure and promotion to consult Peter Seldin and J. Elizabeth Miller, *The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service* (2009), pages 11–30, in conceptualizing and preparing their portfolio.

Teaching

Teaching increases students' knowledge of subject matter and sharpens their ability to think critically and write coherently. All faculty must teach the courses that they are assigned, align course syllabi to department standards, fulfill their assigned duties as academic advisors, and support the academic and professional advancement of students.

The Department of History considers a proficiency in the fundamentals of good classroom teaching of primary importance in the area of teaching. All faculty, therefore, in order to achieve at least a rating of **Satisfactory** in the area of teaching, must

- Demonstrate mastery of disciplinary content as appropriate for the level of courses taught
- Teach with rigor appropriate for the course level as defined by the document, "Undergraduate Educational Goals and Objectives for the History Major," which is located on the History Department Common Drive
- Align course instruction and assignments with department, program, and General Education objectives as appropriate
- Emphasize and integrate the teaching of history skills, such as collecting and evaluating sources, developing and substantiating arguments with appropriate evidence, writing clearly and effectively, making oral or digital presentations, and the like. Classes taught outside the department must emphasize and integrate appropriate skills for that program or field.
- Maintain professional commitment to assigned classes by careful class preparation and the careful evaluation and timely return of student work
- Provide clear and effective instruction at all assigned course levels and formats
- Engage students intellectually

In addition to fulfilling their obligations as classroom instructors, faculty in the Department of History should demonstrate their continuing intellectual growth as teachers as well as a commitment to promoting student learning beyond the classroom.

Candidates for tenure and/or promotion should explain in their narrative statement how they have met the above standard by

- describing their teaching philosophy, objectives, and methodologies
- explaining the curricular revisions they undertook during the review period
- describing and placing into context selected syllabi and other course material

- explaining and documenting teaching improvement activities
- summarizing the reports of classroom observations conducted by faculty peers and administrators
- summarizing course evaluation data on the department's common core student rating questions
- describing the nature of thesis supervision activities

In their Teaching Appendix, candidates should include the evidence that supports the claims that they make in their narrative statement. The Teaching Appendix should include a chart or table that lists by semester all courses taught and the enrollments of each as well as, if relevant, a list of thesis committees on which they have served.

Scholarly Achievement and Professional Qualifications

Scholarly research is a continuous, on-going enterprise that advances historical study through teaching, publication, scholarly presentations, and consulting. All faculty in the Department of History must actively engage in research that has the promise of contributing to the advancement of the study and the teaching of history.

By its very nature, historical scholarship does not always lend itself to a speedy conclusion, quick expression, or a single descriptive template that can be universally applied to all faculty members in the Department of History. However, to receive tenure and/or advance in rank, faculty must give evidence of progress in their research through a body of published and peer-reviewed work while employed at James Madison University.

In most cases, evidence of ***a satisfactory body of scholarship*** includes, but is not limited to, one or more of the following:

- A peer-reviewed (refereed) historical monograph.
- Editing reference works, collections of original articles, anthologies, or document readers, translating scholarly publications, or authoring textbooks.
- Three peer-reviewed articles or book chapters such as those published in scholarly journals or in edited volumes.

Candidates for tenure and promotion may substitute a public history product for either a book or one or more peer-reviewed articles. Public history research includes products in print, digital, or physical display formats including museum exhibits and curatorial work, collections of oral histories, collections and transcriptions of historic documents, documentary films, and the scholarly examination of historic sites and structures. Typically, such projects will be deemed the equivalent of an article, except in those instances in which the scope and significance of the scholarship is more comparable to that of a book. Therefore the faculty member should clarify for the PAC and AUH the basis on which claims about the quality of their scholarship is based. For additional guidance, the department refers to the National

Council on Public History report, "Tenure, Promotion and the Publicly Engaged Academic Historian"
<https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/tenure-promotion-and-the-publicly-engaged-academic-historian>.

Along with publications, the candidate must present in writing an organized and ongoing program of future research with clear promise of substantial results.

The scholarly work completed in order to achieve a rating of Satisfactory may be ultimately rated Excellent if, in addition to fulfilling the above requirement, the candidate demonstrates the significance of the impact of their published work on their field within the discipline. Such evidence might include

- work published by a top-tier journal or press
- positive reviews of the candidate's published work
- significant and numerous citations of a candidate's published work by scholars in their published work
- receipt of a grant that supported the candidate's published work

Candidates may also be rated Excellent in the area of scholarship if, in addition to meeting the standard for satisfactory, they complete additional activities such as

- publishing books and/or articles beyond the requirement for satisfactory
- receiving a grant, from internal or external sources, in support of future research activities
- publishing research-based articles in reputable non-academic national and/or regional magazines and newspapers
- publishing entries or articles for scholarly reference works
- publishing book reviews, review essays, and exhibit reviews in scholarly journals or electronically under the auspices of a professional organization
- conducting research aimed at enhanced teaching and mentoring of graduate, undergraduate and K–12 history students
- making scholarly presentations of research at academic conferences, public or policy forums, or over electronic or broadcast media as well as on- and off-campus consulting, which promotes the scholarly reputation of the university and the Department of History
- refereeing manuscripts for scholarly journals and publishers
- reviewing applications for granting agencies
- serving as jurors for book prizes, on the editorial board of academic journals, or on conference organizing committees

Since candidates cannot always control the publication timeline, the publication expectation may be considered fulfilled if the candidate provides evidence, confirmed by the editor, that a completed manuscript has been accepted for publication at a press or journal.

Unless otherwise agreed in the hiring contract, prior publications must have appeared within three years before arrival at JMU to be considered for tenure review.

Professional Service

Through professional service, faculty contribute their skills, experience, leadership, and time to the

successful day-to-day functioning and improvement of the department, the college, the university, the community, and the broader historical profession. All full-time, instructional members of the Department of History are expected to be involved in a range of service activities that enhance the department, college, university, profession, or the community. Further, all full-time faculty, regardless of rank, must regularly attend department meetings, attend commencement or a similar annual event as required by the Faculty Handbook, participate in departmental discussions regarding curriculum and instruction or policy changes, and participate in the hiring process by attending job talks or meeting with job candidates.

To merit a Satisfactory rating in the area of service, candidates for promotion and/or tenure must meet the minimum expectations outlined above and contribute in a demonstrable way to service work that is essential to the routine operations of the department, its mission, and its commitments to the College and the University. This service work includes serving on departmental standing committees, representing the department on College or University standing committees, or serving on special task forces, search committees, or ad hoc committees.

Candidates may achieve an Excellent rating in service. In order to do so, the candidate must meet the expectations for a rating of Satisfactory and demonstrate additional service involving multiple leadership roles or contributions that entail a commensurate level of complexity or time commitment to those roles. Examples of such exceptional service might include, but are not limited to, chairing one or more standing committees or taskforces, being the primary organizer of a conference, or performing substantial tasks like those associated with departmental assessment or APRs. The Department encourages faculty to engage in and develop a service agenda that draws upon their expertise and that is consistent with their professional goals as teachers and scholars. The range of service activities that qualify here are far too diverse and wide-ranging to enumerate.

When making the case for a rating of Excellent in service, candidates for promotion and/or tenure should do more than simply enumerate their various service activities since their hire or last promotion. Instead, they should demonstrate the significance that their service and leadership made on the department, the college, the university, the profession, and/or the community.

Implementation

All faculty hired after April 15, 2015, will be governed by these standards.

All faculty hired before April 15, 2015, may choose to be governed by the existing standards or by these standards. Faculty must communicate their decision to the Academic Unit Head by August 31, 2015.

Adopted by a voice vote of the faculty on April 15, 2015.

Approved by the Dean of the College of Arts and Letters on April 20, 2015.

Approved by the Provost on March 19, 2021.