

Historical Studies Program Guidelines for Tenure and Promotion

Note regarding COVID-19 pandemic temporary program standard changes: Faculty members going through the personnel process at any stage starting in September 2020 will likely have been negatively impacted by the global COVID-19 pandemic. The pandemic resulted in

- cancelled conferences, research grants, residential fellowships, and other funds
- libraries, museums, and archives have been closed or open with limited hours and access further inhibiting research.
- delays in review and publication of scholarly and creative work
- a quick change to remote teaching in Spring 2020, potentially resulting in problems with teaching/learning, student perception due to circumstances not under the control of the teacher
- a change to different teaching modalities for Fall 2020, including most faculty having to move to hybrid or online teaching due to limited availability of large classroom spaces and family and health constraints
- significant caregiver challenges

In response to such challenges, the American Historical Association joined with 40 other academic associations in making “recommendations for temporary adjustments in faculty review and reappointment procedures in response to the sudden transformation of the teaching and research landscape.”¹ Like the AHA, we support “calls for limiting the use of student evaluations in the review process of faculty and for adjusting expectations for scholarly productivity during a time when access to libraries, archives, and other scholarly resources is difficult if not impossible.”²

Furthermore, we note that although some COVID-related challenges affected all faculty members, there is evidence that they have affected women and faculty of color disproportionately.³ Faculty members of color are also more likely to have been impacted by the illnesses or deaths during the pandemic, due to its disproportionate impact on communities of color. Faculty with caregiver responsibilities have been especially impacted, particularly women with younger children who have experienced childcare and remote schooling challenges.

In line with the recently passed Memorandum of Agreement (MOA) on the Evaluation of Faculty and Librarians in the Time of Covid-19, Historical Studies proposes that the revised Program Standards below be put in place at least through 2025 to ameliorate the negative, and uneven, impacts of the pandemic.⁴

¹ American Historical Association (AHA), “[AHA Statement Regarding Historians and COVID-19](#),” April 2020.

² AHA, “[AHA Statement](#).”

³ Brooke Person Gabster, et. al., “[Challenges for the Female Academic During the COVID-19 Pandemic](#),” *Lancet*, 395, 102420 (June, 2020), Fernanda Staniscuaski, et. al., “[Gender, Race, and Parenthood Impact Academic Productivity during the COVID-19 Pandemic: From Survey to Action](#),” *bioRxiv*, August 2020; Ruomeng Cui, et. al., “[Gender Inequality in Research Productivity During the COVID-19 Pandemic](#),” June *arXiv*, July 2020.

⁴ SFT, “[Evaluation of Faculty and Librarians in the Time of COVID-19](#),” Memorandum of Agreement, Sept. 3, 2020.

Preamble

The faculty of the Historical Studies Program supports the Standards of the University and School of Arts and Humanities and intends for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the Historical Studies Program. Candidates for reappointment, reappointment with tenure, and promotion need to refer to both the University and the Historical Studies Program standards.

A uniform set of standards for the evaluation of teaching, scholarship and community services in the School of Arts and Humanities and the Historical Studies Program must be fair, flexible, and provide reasonable goals and expectations for those who seek tenure and promotion in the School and Program.

Such a set of School standards designed to evaluate all faculty in fields as diverse as Visual Art, Communications, History, Philosophy and Religion, Language and Culture Studies, Literature and the Performing arts must also be broad enough and flexible enough to support a wide range of artistic approaches and scholarly activities. Just so, School and Historical Studies Program standards should not be restrictive and the School should provide the resources necessary for the faculty to achieve reasonable goals.

Teaching

6.1 The criteria for teaching are located in 6.1 of the University guidelines.⁵

6.1.1 The Historical Studies Program recognizes the criteria contained in the University “Excellence in Teaching” guidelines in 6.1.2.⁶

Scholarly and Creative Activity

6.2 The criteria for scholarly and creative activity are located in 6.2 of the University guidelines.⁷

6.2.1. Across the range of Arts and Humanities Programs, the School encourages and recognizes program leadership and supports a variety of scholarly approaches: disciplinary or interdisciplinary research, artistic or creative activity, pedagogical research, applied research, integrative scholarship, and grant acquisition that support Historical Studies Program and School activities.

6.2.2. Scholarly or creative activities may take many forms and use different methods to collaborate with and communicate with the broader community.

University and Community Service

6.3 The criteria for University and community service are located in 6.3 of the University guidelines.⁸

⁵ Stockton University, “[Faculty Evaluation Policy](#),” Sept. 1, 2016.

⁶ Stockton, “[Faculty Evaluation Policy](#).”

⁷ Stockton, “[Faculty Evaluation Policy](#).”

⁸ Stockton, “[Faculty Evaluation Policy](#).”

- 6.3.1. Normally the University expects probationary faculty to serve the University and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, to their disciplines, and professional organizations. Some service is more participatory and collaborative, while others is more labor intensive/high stakes/leadership oriented. Several members of the HIST faculty participate as associated faculty in other programs at the University. Accordingly, we value evidence of significant and effective University service in such roles. Faculty may contribute in broader arenas such as state or regional organizations or disciplinary associations. In addition, faculty may also further the University's public mission through service to our community, region, and state or nation.
- 6.3.2. Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.
- 6.3.3. Documentation of the impact and effectiveness of service might include items such as letters detailing individual contributions from selected committee chairs or persons in leadership positions of organizations. Evidence of effectiveness in University or community service may include such items as: One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a non-University group or individual. Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship. General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

10.00. Expectations for Rank and Tenure

10.1. Tenure in the Historical Studies Program should be based on the expectations outlined in the University Standards, which include but are not limited to:⁹

*demonstration of excellence or continued improvement toward excellence in teaching. The Historical Studies Program further recognizes as a component of teaching the ability to lead, promote, and/or participate in successful credit bearing experiences in international education and engagement, meaning the application of principles, theories, and ideas to the larger world beyond the classroom and scholarly communities. Toward that end, candidates going up for tenure or promotion who have led opportunities including, but not restricted to, education abroad, study tours, performances, and workshops in the United States and globally, may include their efforts as a component of their file.

⁹ Stockton, "[Faculty Evaluation Policy](#)."

*involvement in Program, University-wide, or professional service activities, and

*a record of active and ongoing scholarship. Appropriate accomplishments might include a book contract with a recognized press in one's field or the equivalent in scholarly activity, such as scholarly articles accepted for publication in peer-review journals, scholarly periodicals, or edited volumes, book reviews, and presentations at conferences. It might also incorporate community engagement and public history projects including but not limited to grant writing and the creation and production of multi-disciplinary and/or digital media projects, such as plays, websites, exhibits, or games. Such work should be peer-reviewed by qualified peers. Evidence of scholarly productivity is cumulative and may include publications and projects completed prior to appointment at Stockton.

10.2. Promotion to Associate Professor in History should be based on the expectations outlined in the University Standards, which include but are not limited to:¹⁰

*demonstration of excellence or continued improvement toward excellence in teaching. The Historical Studies Program further recognizes as a component of teaching the ability to lead, promote, and/or participate in successful credit bearing experiences in international education and engagement, meaning the application of principles, theories, and ideas to the larger world beyond the classroom and scholarly communities. Toward that end, candidates going up for tenure or promotion who have led opportunities including, but not restricted to, education abroad, study tours, performances, and workshops in the United States and globally, may include their efforts as a component of their file.

*involvement in Program, University-wide, or professional service activities, and

*a record of active and ongoing scholarship. Appropriate accomplishments might include a book contract with a recognized press in one's field or the equivalent in scholarly activity, such as scholarly articles accepted for publication in peer-review journals, scholarly periodicals, or edited volumes, book reviews, and presentations at conferences. It might also incorporate community engagement and public history projects including but not limited to grant writing and the creation and production of multi-disciplinary and/or digital media projects, such as plays, websites, exhibits, or games. Such work should be peer-reviewed by qualified peers. Evidence of scholarly productivity is cumulative and may include publications and projects completed prior to appointment at Stockton.

10.3. Promotion to Professor in History should be based on the expectations outlined in the University Standards, which include but are not limited to:

*leadership in teaching innovation

*leadership in Program, University-wide, or professional service activities, and

*a record of active and ongoing scholarship that indicates excellence in historical scholarship and recognition at the regional, national, international, or scholarly level. This might include publication of a book with a second one in press with recognized publishers in one's field or the

¹⁰ Stockton, "[Faculty Evaluation Policy](#)."

equivalent in scholarly activity, such as the publication of scholarly articles in peer-reviewed journals, scholarly periodicals, or edited volumes, professional presentations, or book reviews. It might also include community engagement and public history projects including but not limited to grant writing, or the creation and production of multi-disciplinary and/or digital media projects, such as plays, websites, exhibits, or games. Such work should be peer-reviewed by qualified reviewers. Citations in scholarly journals or media also indicate recognition of such work. Evidence of scholarly productivity is cumulative and may include publications and projects completed prior to appointment at Stockton.

	Tenure/Associate Professor	Professor
Teaching	A pattern of results in all the evidence presented in teaching both HIST and non-HIST courses that suggests the successful attainment of excellence in teaching commensurate with University, School, and Program standards as set forth in 6.1 above. This might include study tours, workshops, student performances, and exhibits.	Continued consistent teaching as described in University standards for Professor in both HIST and non-HIST courses. This includes leadership in teaching innovation through the creative use of pedagogy, scholarship on teaching, or public engagement beyond the classroom.
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	A record of reflection and satisfactory continued effort to improve teaching.	
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	Satisfactory summative evaluations by peers.	
Scholarly /Creative Activity	<p>3 scholarly articles accepted for publication in peer-review journals, scholarly journals, or edited volumes.</p> <p>Two of the following may be substituted for up to two of the articles above</p> <ul style="list-style-type: none"> • A combination of two-less extended works (e.g. journal articles; book chapters; essays; substantive, scholarly book reviews; papers in selective, conference proceedings; or creative works) • Receipt of a fundable external grant • Leadership in a public history project (exhibit, performance, digital project, game, website, etc.). Such work should be peer reviewed and evidence of impact on practice/policy should be shared. 	<p>Continued activities demonstrating ongoing involvement in scholarly/creative work as described in University standards for Professor.</p> <p>This includes</p> <ul style="list-style-type: none"> • Publication of a book with a recognized press in one's field

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	<p><u>One</u> presentation or acceptance to speak at an international, national or regional conference. Alternatively, an invitation to present research in an external, scholarly, professional conference, workshop, seminar, or colloquium.</p>	<p>Publication of a second book with a recognized press in one's field</p>
	-----OR-----	OR
	<p>A book contract and substantive progress toward an extended scholarly work.</p>	<p>3 scholarly articles accepted for publication in peer-review journals, scholarly journals, or edited volumes.</p> <p>Two of the following may be substituted for up to two of the articles above</p> <ul style="list-style-type: none"> • A book contract • A combination of two-less extended works (e.g. journal articles; book chapters; essays; substantive, scholarly book reviews; papers in selective, conference proceedings; or creative works) • Receipt of a fundable external grant • Leadership in a public history project (exhibit, performance, digital project, game, website, etc.). Such work should be peer reviewed.
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	<p><u>One of the following:</u></p> <ul style="list-style-type: none"> • A scholarly article accepted for publication in peer-review journals, scholarly journals, or edited volumes. • A combination of two-less extended works (e.g. journal articles; book chapters; essays; substantive, scholarly book reviews; papers in selective, conference proceedings; or creative works) • Receipt of a fundable external grant • Leadership in a public history 	

	project (exhibit, performance, digital project, game, website, etc.). Such work should be peer reviewed.	
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	One presentation at an international, national or regional conference.	
Service	<p>Regular, substantive contributions to the program via attendance/participation at meetings and program events. Evidence of effective membership on-University committees, including committees and Task Forces of the Faculty Senate or Assembly, as well as ad hoc committees.</p> <p>Membership on an average of one working group, subcommittee, and/or search committee per year is expected in years three to five.</p>	Ongoing activities, as described in University standards for Professor