Department of History
Tenure and Promotion Guidelines

The achievement of tenure and promotion is one of the defining moments in an academic career. It is also an arduous task, one that requires hard work and dedication over a period of years. Our Department is committed to communicating clear expectations, so that its faculty members fully understand what they need to do in order to advance professionally.

PROCEDURES

1. These departmental guidelines are based on the IU Northwest Guidelines for Promotion and Tenure and the IU Academic Handbook.

2. Additional Procedures for the Chair:
   a. Prior to mandatory or elected promotion, the Chair’s formative evaluations of the candidate’s annual reports will provide the candidate with feedback on his/her progress toward meeting the criteria for tenure and/or promotion.
   b. Two Springs prior to the candidate’s promotion year, the Chair and the candidate will collaborate on a preliminary list of reviewers in the areas of teaching and research.
   c. In the Spring prior to the candidate’s promotion year, the Chair will form a departmental promotion and tenure committee in consultation with the candidate and the Dean of the College of Arts and Sciences. The committee will consist of a minimum of three members of equal or higher rank than that to which the candidate is seeking to be promoted. Most members of the departmental promotion and tenure committee will have previously served on the candidate’s departmental reappointment committee.
   d. Early in the Fall of the candidate’s promotion year, the departmental promotion and tenure committee will submit a recommendation to the Chair. The committee’s recommendation and the Chair’s own recommendation will be forwarded by the Chair to the Dean of the College of Arts and Sciences.

3. Additional procedures for the Candidate
   a. In consultation with the Chair, the candidate will decide on the category under which s/he will be considered for tenure and promotion.
   b. The candidate will prepare statements of philosophy and/or achievements in three categories (teaching, research, and service) for inclusion in the tenure and promotion dossier.
CRITERIA

The Department will follow the teaching, research, and service criteria outlined in the IU Northwest Guidelines for Promotion and Tenure and in the IU Academic Handbook.

Teaching

For excellence in teaching, the Department regards the following items as examples of substantive indicators of success. The strength of a candidate’s case will be proportional to the number of criteria he or she meets in this list:

- Overwhelmingly positive student evaluations, with numerical scores standing well above average.
- Teaching awards earned either at the campus level (e.g. the Trustees’ Teaching Award or the Founder’s Day Teaching Award) or at the state or national level.
- Highly positive reviews by colleagues at IU Northwest and external evaluators.
- Conference presentations and publications on teaching, showing that the candidate’s expertise and passion for teaching exert an influence beyond the bounds of our campus.
- A demonstrated positive influence on pedagogical practices and student learning, either on our campus or outside.
- A demonstrated positive influence on the quantity and quality of history majors.

Additional, significant measures of success (those that might further support the candidate’s case) include the following:

- Successful introduction of new courses and/or substantial and innovative revisions of existing courses.
- Mentoring of advanced students toward successful graduate study.
- Teaching collaborations with local high schools and/or other universities.

For satisfactory performance in teaching, the Department regards the following as substantive measures of success (obviously, any items from the above lists of substantive and significant accomplishments would also support a case for satisfactory performance in teaching):

- Generally positive student evaluations, with average or better-than-average numerical scores.
- Positive reviews by colleagues at IU Northwest.
- Creation of innovative web sites.
- Teaching materials—such as syllabi, exams, supplementary resources, study guides, etc.—that demonstrate careful planning and consideration of student needs and learning outcomes.
Research

Scholarly work in history includes books, articles in peer-reviewed journals, chapters in edited books, conference proceedings, papers presented at professional conferences, research grants, and work in progress in the above categories.

For excellence in research, the candidate must demonstrate a regular pattern of publication, presentation of research at professional conferences, participation in his/her professional associations, and national recognition by peers. It is important that the candidate demonstrate that his/her research program consistently produces a scholarly output and is likely to form the basis for significant future achievements as well. The strength of a candidate’s case for excellence in research will be proportional to the number of criteria he or she meets in this list:

- Publication of a refereed academic book (textbooks excluded). If the book is based on a Ph.D. dissertation, it should show significant revisions with respect to the dissertation.

- Publication or unconditional acceptance of refereed journal articles, chapters in edited books, and/or conference proceedings. The candidate’s list of publications should strike a good balance between quantity and quality. Book chapters that have been accepted must have been completed and submitted for general editing or publication at the time of the promotion and tenure review process. The types of articles that best support a case for excellence in research are those unconditionally accepted or published by a national or international journal of good standing. If one or more of the articles are published in regional journals, the premium status of the regional journals must be justified. All publications should be ranked by an outside reviewer capable of evaluating publishers’ reputations, national and international standing of journals, selectivity and rejection rates of journals, etc.

- Book contract with a publisher that is recognized for the quality of its academic list. The manuscript must be complete. For excellence in research, a completed manuscript with a book contract should usually be accompanied by one or more additional publications, such as book chapters, journal articles, or conference proceedings.

All IU Northwest faculty members are expected to engage in research and contribute to the body of knowledge in their discipline. Even those candidates who seek tenure and promotion for excellence in teaching must demonstrate a satisfactory level of performance in research. For satisfactory performance in research, the candidate must show a program of ongoing research, publication, presentations, and involvement in the profession. The strength of a candidate’s case for satisfactory performance in research will be proportional to the number of criteria he or she meets in this list:

- Book chapters, refereed journal articles, or conference proceedings that have been published or unconditionally accepted. All publications should be ranked by an outside reviewer capable of evaluating publishers’ reputations, national and international standing of journals, selectivity and rejection rates of journals, etc. Attention should be paid to both quality and quantity. For example, if published articles are in middle-level journals, there should be three published articles to qualify for satisfactory performance in research.

- Meaningful connection between participation in conferences and publication, with some conference papers turned into successful publications.
➢ An ongoing research agenda that leads to a substantive number of conference presentations and submissions of manuscripts to publishers or peer-reviewed journals.

Service

All IU Northwest faculty members are expected to serve constituencies such as their department or school, their campus, the University, their discipline, and their community. Service to the Department and to the institution is expected of all faculty members. Generally, tenure or promotion to the associate level is not granted in the category of service.

For excellence in service, which requires wide-ranging contributions extending well beyond the confines of our campus, the Department regards the following as substantive measures of success:

➢ Authoring or editing textbooks.

➢ Serving as a high-ranking officer in academic and professional associations.

To achieve promotion on the basis of service, the candidate’s accomplishments must be truly and demonstrably extraordinary (for example, being the chief officer of a national professional association or making significant contributions to a professional cause and having a nation-wide impact).

For satisfactory performance in service, the Department regards the following as substantive measures of success:

➢ Participating in committees at the division, campus, or university level.

➢ Participating in departmental committees and decisions.

➢ Serving the profession by authoring textbooks, reference works, dictionary or encyclopedia articles, or book reviews.

➢ Chairing panels or delivering comments on papers at conferences and professional meetings.

➢ Engaging in activities that benefit the community surrounding the campus in ways connected with the study of history.

LEVELS OF PROMOTION

The activities required for promotion from assistant to associate professor and from associate to full professor do not substantially differ from each other. What differs is the level of attainment. Candidates for promotion to associate professor should have established a record suggesting that they will continue to be productive and will achieve promotion to the rank of full professor. Candidates to the rank of full professor should have attained a national reputation in their area of expertise.