

**Standards and Criteria for Retention, Tenure, and Promotion
Humboldt State University
Department of History
Approved May 2020**

The members of the Department of History approved the following teaching, scholarly, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook.

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I. Teaching Effectiveness (regarding Appendix J, IX.B.1.a.1-8)

To demonstrate a level of "excellence" in teaching effectiveness, a candidate for tenure and promotion will normally meet all the conditions listed under "essential" (listed below) throughout the period under review **and** demonstrate a pattern of meeting some of the "indicators of excellence" in any given review period. If candidates do not meet these expectations, an explanation will be provided in the PDS.

Candidates for RTP must document these activities (when applicable) as part of their WPAF. In the PDS portion of the WPAF, candidates must also provide critical reflection on their pedagogy and on student and faculty evaluations of their teaching. While recognizing that student letters and evaluations are deemed additional to other materials, they are nevertheless significant at a teaching institution, and therefore any pattern of unfavorable comments and/or lower scores on student evaluations must be specifically reflected upon and combined with a plan for improvement, where relevant.

Essential activities include ALL of the following:

- Communicating course objectives, policies, and grading criteria in all classes;
- Supporting a diverse and inclusive learning environment, demonstrated through the use of varied means of assessment, multicultural content, responsive teaching strategies, and participation in training opportunities on and/or off campus;
- Utilizing course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field, and evidence of student success in achieving goals set for the course by the university and the program;
- Demonstrating evidence of teaching excellence in the classroom based on observation by colleagues;

- Receiving a pattern of favorable comments and student ratings at or above 4.0 on the student-evaluations. In the event of a pattern of unfavorable comments and/or scores below 4.0, the candidate is expected to provide an explanation regarding these scores and/or a plan for future changes.
- Participating in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved;
- Demonstrating knowledge and command of appropriate levels of technology for courses taught;
- Advising assigned advisees and promoting their success in the major and time-to-graduation;
- Being available to students outside of class each week via regular office hours, e-mail, etc.
- For faculty seeking promotion to the rank of professor, there should be an established pattern of mentorship of junior faculty.
- A pattern of positive student letters;

Indicators of excellence in teaching:

- Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process and holistic student welfare;
- Efforts to improve and adapt teaching with innovative methods such as developing original content or the use of active learning strategies such as case studies or simulations;
- Participating in activities designed to enhance the candidate's teaching effectiveness and advising, such as events organized by the Center for Teaching and Learning;
- Engaging in ongoing mentoring of students above required advising duties;
- Developing and implementing new/innovative courses;
- Developing and maintaining community partnerships for student internships, practica, and/or service-related course activities;

- Conducting workshops or seminars that enhance teaching within the department, college or profession;
- Receiving a student group, college, university, or discipline-based teaching/faculty award;
- Effectively supervising students in their own and/or faculty-based original research projects.

History endorses Appendix J (IX.B), which says:

All faculty are expected to create inclusive learning environments and ensure that students are provided with equitable opportunities for success. Faculty may also make contributions toward equity and inclusion in scholarly/creative activities and service aspects of their duties. These contributions to equity and inclusion can take a variety of forms.

(1) From Appendix J (IX.B.1):

It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:

- 1) Exposing students to a diverse ensemble of scholars
- 2) Integrating diverse examples/voices into curriculum
- 3) Developing/Implementing inclusive pedagogies
- 4) Providing space for students to share their identities and common experiences
- 5) Building inclusive community/cohorts
- 6) Incorporating indigenous peoples and knowledge into curriculum where appropriate
- 7) Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and

outside the classroom

- 8) Providing a variety of ways in which students can demonstrate mastery of course material

From the DEIC Sub-Committee on Inclusive Teaching:

Essential Evidence of Excellence in Inclusive Teaching Includes:

1. Teaching Effectiveness: Instructor allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning.
2. Reflective Practice and Continual Refinement: Instructor is reflective of their own characteristics, positionality, and power and the effects of these factors on student learning.
3. Multilogical Thinking: Instructor endeavors to provide more than one perspective, identifies strengths and limitations of perspectives presented, and to engage students in reflective critiques of disciplinary perspectives.
4. Equity: Instructor designs the course to elicit [funds of knowledge](#) or [prior knowledge](#) from students in relation to the subject, provides support in response to student performance, takes steps to remedy the situation when students express confusion, and facilitates intercultural communication.
5. Inclusive Learning Environment: Instructor ensures that all students feel safe and welcomed and have an equal opportunity to learn; students report that the classroom environment was respectful of diversity; instructor responds constructively to changes in student attentiveness; students report that they feel welcomed in class and office hours.

- (2) Candidates for tenure and promotion to Associate Professor are

expected to reflect on student learning and on their own teaching effectiveness (based on feedback, student evaluations, and peer evaluations) and on how they have considered and instituted improvements throughout the probationary period. These reflections should be placed in the appropriate section of their PDS.

In addition to reflections on student learning and on their own teaching effectiveness in their courses, and on how they have considered and instituted improvements in their courses, candidates for promotion to Professor are expected to demonstrate further teaching excellence by, for example, solidifying/expanding their teaching repertoire by adding courses to the catalog, **or** adopting/developing new pedagogical techniques, **or** modes of instruction, **or** team-teaching, **or** other similar activities.

- (3) Student learning objectives related to the specific content of each course will be defined by candidates' syllabi. Additionally, the department of history has identified general learning objectives for the curriculum as a whole. Candidates are expected to address, in their narrative comments, the specific ways in which they teach to their course-specific learning objectives. Narrative comments should also address how each course contributes to departmental objectives. It is **not** expected that every departmental objective will be applicable to every course. Candidates are expected to submit syllabi and sample assignments/exams to the History IUPC as supplementary materials.
- (4) Candidates' participation in professional development activities will be demonstrated by candidates' statements and evaluated through direct observations of candidates' classroom

teaching and through evaluations of candidates' supplementary materials.

- (5) The IUPC is expected to arrange an average of at least three peer evaluations of classroom teaching (as defined by IX.B.1.a.4) per semester for probationary faculty, and at least one peer evaluation of classroom teaching (as defined by IX.B.1.a.4) per semester for tenured faculty. It is **not** expected that every course will be visited. It **is** expected that probationary and tenured faculty members in History will conduct classroom observations and write peer evaluations of teaching, respectively. Peer evaluations from across the college and university are expected, as well as peer evaluations from History faculty, and both upper and lower division courses should be visited and evaluated.
- (6) Candidates are expected to submit syllabi and sample assignments/exams as part of the WPAF.
- (7) Candidates are expected to advise students as described by IX.B.1.a.6.
- (8) The History IUPC is expected to solicit and collect statements every Spring semester from students regarding all faculty who have not (yet) reached the rank of Professor.
- (9) Per the CBA and Appendix J, all faculty are expected to have every 3 or 4 unit course evaluated by students, every semester.

II. Scholarly Activities

A. Activities to be assessed.

1. The Department of History recognizes research based on primary source documents as the most original (though not necessarily the most valuable) contribution a faculty member can make to the profession. We also recognize the value of publications based on secondary research, such as reviews, theoretical and historiographical essays, textbooks, encyclopedia entries, etc. Moreover, we recognize as scholarship, activities that draw on a historian's scholarly expertise but do not result in a publication, such as refereeing, editing, and commenting on the scholarly work of others (individual candidates shall make the case whether these kinds of activities constitute "scholarly" or "service" achievements and provide evidence for such in their WPAF). These non-research based publications and activities are often a good indication of a faculty member's standing and respect in the field and should not be considered lightly.
 - a-b. Of Boyer's 5 forms of scholarship historians typically recognize "discovery" and "integration" as "Scholarly Activity."
 - c. Boyer's "scholarship of application," in the case of scholarly consultation, is also regarded as scholarship. Otherwise, historians regard Boyer's "scholarship of application" as not applicable to History.
 - d. Boyer's "scholarship of teaching," in the case of pedagogical research or innovation, is regarded as scholarship if it is disseminated and peer-reviewed. Otherwise, historians regard Boyer's "scholarship of teaching" as "Teaching Effectiveness."
 - e. Boyer's "scholarship of community" is regarded by historians as "Community Service."

2. Per Appendix J (VII.A.1.b), For any candidate applying for tenure and/or promotion (to associate professor or to the rank of professor) the History IUPC, in coordination with the candidate, will solicit and submit as part of the WPAF written evaluations of the candidate's scholarship from experts in the candidate's field at other institutions. This kind of "outside" evaluation is not expected for retention or post-tenure review.
3. The following are all nationally recognized scholarly activities in which historians regularly engage. There is **no** expectation that candidates should engage in most of these, much less all of these. Regarding "publications": On-line venues are considered as valid as printed venues, and manuscripts that are forthcoming are to be considered "publications," even if they have not yet appeared in print, provided the manuscript has been "accepted for publication" and can reasonably be expected to appear during the period under review. (For example, a WPAF submitted in September could include manuscript expected to appear before the end of the same academic year.)

In no particular order:

- a. Translating a published work: Book, article, or document.
- b. Acting as a peer reviewer for a journal, publisher, or granting agency (see II.A.1, above).
- c. Publication of an article or book review essay in a peer reviewed academic journal, of a chapter in a peer reviewed book.
- d. Curating or writing text for an exhibition.
- e. Publication of papers in conference proceedings.
- f. Publication of encyclopedia entries, book reviews, and

- similar short projects based on secondary research.
- g. Serving as a series editor or a journal editor in a capacity as a peer reviewer (see II.A.1, above).
 - h. Publication resulting from consulting outside agencies (government, foundations, museums, research institutes, etc.).
 - i. Publication of a peer reviewed book by an academic press, publication of a book with a trade press, publication of a textbook, or publication of a volume of collected essays as content editor.
 - j. Delivering a paper as a keynote speaker at a major conference.
 - k. Publication of a critical edition, reprint or documentary collection, as editor, with introduction.
 - l. Presenting a paper at a conference, or delivering an invited lecture on scholarly work.
 - m. Speaking on a panel or commenting on a session at a conference.
4. Researching and publishing historical scholarship is a very lengthy process, and historians typically publish alone (not as co-authors). Given these constraints, within a period of review one article-length publication, in addition to currency and engagement in one's field, represents a substantial level of achievement that is acceptable for tenure and promotion to associate professor.
5. For the Department of History and for this document: "Peer review means that a manuscript... will be read and evaluated by other scholars with expertise in the time period, subject matter, languages, and documents with which the author deals" **before** publication (American Historical Association).
(Appendix J, IX.B.2)
6. For the Department of History, for this document, and for the

following tables, "currency and engagement" and "regular activities" means an average of at least **one per year**, and "intense engagement" and "continuous and numerous activities" means an average of **at least two or more per year)**

B. Examples of accomplishments meeting criteria and standards for Scholarship and Creative Activities for tenure and promotion to associate professor:

1. "Minimum Essential"	2. "Good"	3. "Excellent"
<p>a. Currency and engagement in one's field, demonstrated by regular scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Dissemination of Boyer's scholarship of "discovery" or "integration," through one article-length peer reviewed publication (such as a journal article, a chapter in a book, an introduction to a book, a review article, etc.) during the probationary period.</p>	<p>a. Intense engagement in one's field, demonstrated by continuous and numerous scholarly activities, (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Dissemination of Boyer's scholarship of "discovery" or "integration," through one article-length peer reviewed publication (such as a journal article, a chapter in a book, an introduction to a book, a review article, etc.) during the probationary period.</p> <p>OR</p> <p>a. Currency and engagement in one's field, demonstrated by regular scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. More substantial dissemination of Boyer's scholarship of "discovery" or "integration," through two article-length peer reviewed publications (such as a journal article, a chapter in a book, an introduction to a book, or a review article, etc.) during the probationary period.</p>	<p>a. Intense engagement in one's field, demonstrated by continuous and numerous scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. More substantial dissemination of Boyer's scholarship of "discovery" or "integration," through two article-length peer reviewed publications (such as journal articles, chapters in books, introductions to books, and/or review articles, etc.) during the probationary period.</p> <p>OR</p> <p>a. Currency and engagement in one's field, demonstrated by regular scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Very substantial dissemination of Boyer's scholarship of "discovery" or "integration," such as three or more article-length peer reviewed publications (such as journal articles, chapters in a book, introductions to books, and/or review articles, etc.), or one book-length peer reviewed publication (such as a monograph, a textbook, an anthology or encyclopedia [as editor], etc.) during the probationary period.</p>

C. Examples of accomplishments meeting criteria and standards for

promotion to the rank of professor and post-tenure review:

1. "Minimum Essential"	2. "Good"	3. "Excellent"
<p>a. Currency and engagement in one's field, demonstrated by regular scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Dissemination of Boyer's scholarship of "discovery" or "integration," through two article-length peer reviewed publications (such as a journal article, a chapter in a book, an introduction to a book, or a review article, etc.) during the period under review or the last five years (whichever is shorter).</p>	<p>a. Intense engagement in one's field, demonstrated by continuous and numerous scholarly activities, (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Dissemination of Boyer's scholarship of "discovery" or "integration," through two article-length peer reviewed publications (such as a journal article, a chapter in a book, an introduction to a book, a review article, etc.) during the period under review or the last five years (whichever is shorter).</p> <p>OR</p> <p>a. Currency and engagement in one's field, demonstrated by regular scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. More substantial dissemination of Boyer's scholarship of "discovery" or "integration," through three or more article-length peer reviewed publications (such as journal articles, chapters in books, introductions to books, and/or review articles, etc.) or one book-length peer reviewed publication (such as a monograph, a textbook, <u>or</u> an anthology or encyclopedia [as editor], etc.) during the period under review or the last five years (whichever is shorter).</p>	<p>a. Intense engagement in one's field, demonstrated by continuous and numerous scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Very substantial dissemination of scholarship of "discovery" or "integration," such as three or more article-length peer reviewed publications (such as journal articles, chapters in books, introductions to books, and/or review articles, etc.) or one book-length peer reviewed publication (such as a monograph, a textbook, <u>or</u> an anthology or encyclopedia [as editor], etc.) during the period under review or the last five years (whichever is shorter).</p>

III. Service

- A. Activities to be assessed.
 - 1. See Appendix J IX.B.3.a-g.
- B. Tenure-track faculty are expected to carry out normal duties, such as regularly attending convocation and commencement and department events (such as department meetings, majors meetings, History Day, and the History Conference), writing peer evaluations for colleagues and letters of reference for students, and working collaboratively and collegially with colleagues. Candidates who consistently fail to carry out these duties shall **not** receive a positive recommendation for tenure/promotion. These activities are **not** classified as "service activities."
- C. Candidates are expected to demonstrate through description (PDS) and letters from colleagues, stakeholders, and beneficiaries that their service was worthwhile and that their participation was active.
- D. At least two-thirds of service must be service to the University, discipline, or profession.
- E. Serving as department chair or in other positions for which reassigned time is allotted will be considered "Type II service" (see below) to the extent that the duties exceed the reassigned time, as evidenced in the candidate's PDS and in collegial letters.

F. Categories for Service Criteria

History recognizes two categories of service activities: Type I (lighter or temporary duties) and Type II (heavier or more sustained duties) with two Type I activities equivalent to one Type II activity:

Type I Includes service activities such as:

Excess advising (more than 40 students)

Talks and presentations in audiences in the public and campus communities (e.g. colleagues' classes, FREE, IEW, TAH, AAUW, KVA, etc.)

Membership on department, college and university committees that meet rarely or on an ad hoc basis (less than three times per semester) (e.g. History Awards Committee, SDRC, ADAP)

Participation in local, state and national events that promote history or area studies (e.g. CA State History Day, events in local schools)

Serving as a chair or discussant on a scholarly panel

Serving as a reviewer for faculty at other universities or colleges

Type II Includes service activities such as:

Serving on active college or university committees (e.g. ICC, Professional Leave Committee, etc.)

Serving on or chairing an IUPC, CFPC or UFPC, or a search committee

Service to other departments, the library and student clubs

Mentoring graduate students or serving on or chairing a thesis or doctoral committee at HSU or another campus

Sustained participation in or service as an officer in professional organizations, task forces, or government organizations

Providing ongoing consulting services to the university, government or community

Reviewing or refereeing journal articles, books, grant proposals, websites, etc. in one's field

Serving on the editorial committee of a journal or similar

Organizing curriculum development across departments

Organizing professional conferences

Organizing community outreach programs

Chairing a college or university committee

Leading or organizing a community service activity

Participating in community governance

Serving as department chair or in another position for which release time is granted, to the extent that the duties of that position exceed release time

G. Examples of levels of accomplishment for Service that meet criteria for tenure and promotion to associate professor:

1. "Minimum Essential"	2. "Good"	3. "Excellent"
Fulfillment of normal duties listed under B above and participation in at least two Type I activities per academic year in residence at HSU.	As "Minimal" plus participation in at least four Type I or two Type II activities or some combination thereof per academic year in residence at HSU.	As "Minimal" plus participation in at least eight Type I or four Type II activities or some combination thereof per academic year in residence at HSU.

H. Examples of levels of accomplishment that meet criteria for Service for promotion to the rank of professor and post-tenure review:

1. "Minimum Essential"	2. "Good"	3. "Excellent"
Fulfillment of normal duties listed under B above and participation in at least three Type I activities per academic year in residence at HSU.	As "Minimal" plus participation in at least six Type I or three Type II activities, or some combination thereof, per academic year in residence at HSU, including leadership positions.	As "Minimal" plus participation in at least ten Type I or five Type II activities, or some combination thereof, per academic year in residence at HSU, including leadership positions.