

**Guidelines on Reappointment, Tenure, and Promotion**  
**Department of History**  
**University of North Carolina at Greensboro**

**I. GENERAL STATEMENT**

The promotion and tenure guidelines of the Department of History elaborate upon the standards set forth in the College of Arts and Sciences Guidelines on Reappointment, Tenure, and Promotion. Tenure-track and tenured faculty have participated in discussions regarding these Departmental guidelines. This document provides Assistant and Associate Professors a firm sense of Departmental expectations for promotion and tenure and criteria whereby the History faculty will evaluate them. The Department does not consider the category of Directed Professional Activity in its recommendations for tenure/promotion. These guidelines are supplementary to College and University documents governing reappointment, tenure, and promotion. In the case of any conflict, the College and University documents take precedence.

**II. REAPPOINTMENT REVIEW**

The Department will follow the College of Arts and Sciences Reappointment Review Guidelines for the process to be followed for the reappointment reviews of tenure-track faculty during the third year of the initial four-year probationary term. During the spring semester of a tenure-track faculty member's second year, the Department Head will discuss the upcoming reappointment review with the faculty member and will go over the College's Reappointment Review Guidelines with the faculty member.

A. Standards for Reappointment

1. Teaching: Candidates should demonstrate that they are effective teachers. Such demonstration may come from some combination of student evaluations, self-assessments, peer evaluations, participation in teaching workshops, and course syllabi and assignments.
2. Research: Candidates should demonstrate that they have an active research agenda and that they are making the kind of progress with their research program that will allow them to satisfy the Department's requirements in this area for promotion to associate professor and tenure. Evidence of such progress may include some combination of participation in and presentation of research at meetings of professional organizations; receipt of internal or external research grants or fellowships; drafts of work in progress; curated exhibits; and scholarly publications.
3. Although candidates may have had little opportunity for service, they should have demonstrated a willingness, when possible, to participate in some service for the Department, the History profession, the community, and/or the College.

### III. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR AND TENURE

#### A. Teaching

1. The Department requires that candidates for promotion to Associate Professor and tenure establish a pattern of effective teaching.
2. Teaching embraces activities related to instruction and learning that occur both inside and outside the classroom, including instructing students; curriculum development; leading workshop and seminars; advising, supervising, guiding, and mentoring students; developing learning activities; sustaining teaching effectiveness; and participating in community engaged teaching.
3. Effective teaching will be measured by a variety of instruments: student evaluations; letters from students solicited by the Department; peer observation and evaluation by the candidate's Teaching Mentor and other appointed members of the faculty; course syllabi and course assignments; and contributions to curriculum development.

#### B. Scholarship

1. In evaluating a candidate for Promotion to Associate Professor and tenure, scholarship is given high priority. A criterion for promotion to associate professor with tenure is scholarly achievement, and the demonstration of (or the clear potential for) prominence and recognition in the candidate's field. Scholarly achievement is demonstrated via a pattern of research across the probationary period that suggests the potential for continued research accomplishment. The standards of the historical profession are based upon scholarship, and the international community of historians is bound together primarily by research and publication. Insofar as the members of the Department of History reflect the highest traditions of the profession, they bring credit to the University, which in turn aids in recruiting outstanding students and faculty. Moreover, intellectual achievement is often a good index to teaching. To convey the excitement of research and discovery is part of the responsibility of an excellent teacher. The American Historical Association's (AHA) *Statement on Standards of Professional Conduct* defines scholarship "as a process, not a product." It describes "four distinct yet interrelated components": "1. The advancement of knowledge—essentially original research; 2. The integration of knowledge—synthesizing and reintegrating knowledge, revealing new patterns of meaning and new relationships between the parts and the whole; 3. The application of knowledge—professional practice directly related to an individual's scholarly specialization; 4. The transformation of knowledge through teaching, including pedagogical content knowledge and discipline-specific educational theory."
2. There are two routes to promotion and tenure via research and scholarly achievement: (a) a traditional monograph and publication-based record of achievement or (b) community-engaged research and scholarship (CER). The common feature of both paths is the demonstration of significant evidence of continuing scholarly achievement through

an active research agenda. Candidates should make clear which route they plan to take in their annual meeting with the Department Head and the degree to which they are involved in traditional scholarship, community-engaged scholarship, or a hybrid of both.

a. In keeping with the longstanding and widely acknowledged standards and practices in our discipline, the Department of History regards the publication of a research-based monograph as a principal criterion for promotion and tenure. Most first books will be published with academic presses that make rigorous peer review part of the publication process. A book-length monograph should be either published or “in production” by the first semester of the sixth year. The term “in production” means that the book is under contract with a press and that the final revised manuscript has been approved by the press and has been submitted for copy-editing. Whether published or in manuscript form, as part of the tenure process the candidate’s book will be reviewed by three or more senior scholars in the candidate’s field(s). The selection of the external reviewers will follow the procedures laid out in the College Regulations. The reason historians give so much significance to the book is that we have concluded that a book remains the best way to demonstrate excellence in the fundamental tasks of traditional historical inquiry: the collection, interrogation, dissemination, and analysis of evidence, as well as the formulation of an argument and interpretation of a significant body of primary research. The book is the format in which historians expect to find their colleagues making their most important scholarly contributions: the development and articulation of an interpretation that relates to and helps shape debates within the field. Such monographs take years to propose, research, write, submit to academic presses for peer review, and revise before publication, and therefore such scholarly achievement reflects several years of research and work.

As a PhD-granting department at UNCG, the Department of History expects that candidates for tenure and promotion to associate professor will also have developed a larger scholarly profile, as demonstrated by some combination of academic journal articles or book chapters that have been published or are in production; edited books approved for publication or published by a recognized university or commercial press; co-authored works; translated works; paper presentations, especially at regional, national and international conferences and symposia; and book reviews and other essays. Although the opportunities will vary based on a candidate’s particular subfield of study, it is also expected that candidates will seek to obtain research fellowships and any external grant funds available to scholars in their particular subfield. In addition, scholarly achievement can be demonstrated by national or international awards and honors; participation in the organization of scholarly conferences, workshops, and colloquia at various levels, including within the university, nationally, and internationally; and invited scholarly presentations. The quality, rather than the quantity, of such scholarly achievements is paramount, and each candidate’s specific profile will be unique.

As there are no widely-accepted disciplinary norms allowing one to gauge at a glance the relative roles played by each member of a co-authored piece of scholarship, candidates should clearly specify their precise role in such work in the scholarship section of the promotion dossier.

b. The department also values community-engaged research and scholarship (CER). CER differs from traditional scholarship in that it reaches audiences beyond academic peers, often emerges from a process of creative collaboration with community partners, and tends to culminate in products other than the academic monograph. These three elements mandate that the department evaluate CER with criteria reflecting the distinctive goals and methods that lie behind the work. Such evaluation, though, occurs within the profession's accepted standards. Community-engaged scholarship may make contributions to all four of the areas of scholarship the AHA standards describe. As well, CER frequently encourages work that cuts across the divisions between research, teaching, and service. In evaluating CER work within the department, individual projects may need to be documented as relevant to all three areas. The AHA's *Statement on Standards of Professional Conduct* also notes that CER "scholarship...depends on the open dissemination of historical knowledge via many different channels of communication: books, articles, classrooms, exhibits, films, historic sites, museums, legal memoranda, testimony and many others." Other products may include oral history recordings, reports, radio productions, grants and research contracts, web-based interpretive projects, and other work that demonstrates the application of historical scholarship to the needs of contemporary communities. Candidates for tenure and promotion with a CER profile may also publish books and articles in more traditional scholarly venues.

Since CER research and creative activity may take both traditional and public forms, it is the responsibility of the candidate initially to explain and document the quality and quantity of work and the contribution to the field behind his/her submissions. Although CER work creates a variety of products and may emerge from different processes, it does not differ in rigor. CER, like all good historical scholarship, is peer reviewed, but that review includes a broader and more diverse group of peers, many from outside traditional academic departments, working in museums, historic sites, or other sites of mediation between scholars and public. As well, the impact on community audiences—for whom the work was primarily created—must be considered. For that reason, in addition to evaluation by independent external reviewers, a broader range of review documentation may be considered, including reflections by community partners, testimonials from general audiences, and articles in popular media.

### C. Service

1. Typically, Assistant Professors will need to devote the majority of their time during the probationary period to their teaching and research agendas. As such, it is expected that the service duties of Assistant Professor will be relatively light. Generally, Assistant

Professors will be expected to perform Departmental duties assigned them by the Head, as well as show evidence of efforts to establish a pattern of service to the College, the University, the History profession, and/or the community. Whatever service responsibilities a candidate undertakes must be performed satisfactorily and responsibly.

2. Evidence used to evaluate an Assistant Professor's service will include assessment of a range of documentation, including letters solicited by the Department from committees or organizations to which service has been rendered.

#### **IV. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR**

Promotion to the rank of Professor is based on an individual compiling a substantial and sustained record of achievement in each of the three areas of evaluation (scholarship, teaching, and service). While the Department of History places substantial weight on scholarship, particularly in the production of a pattern of peer-reviewed scholarship appropriate to disciplinary expectations, it also expects a candidate to demonstrate achievement, distinction, and impact in the areas of teaching and service.

The Department embraces the point made in the College Guidelines that promotion to Professor is based on an overall record of achievement, distinction and impact, and not merely on time in rank. That said, time in rank may well prove to be a salient feature in helping to determine the impact of an individual's contributions and the impact to each of the three areas of evaluation.

##### **A. Teaching**

1. The Department requires that candidates for promotion to Professor demonstrate their accomplishments as teachers and their continual efforts to improve their teaching.

2. Teaching embraces activities related to instruction and learning that occur both inside and outside the classroom, including instructing students; leading workshops and seminars; advising, supervising, guiding, and mentoring students; developing learning activities; sustaining teaching effectiveness; and participating in community engaged teaching.

3. Documentation of teaching effectiveness may include, but is not limited to, descriptions of teaching activities, including a summary of responsibilities and activities and a portfolio of course materials; evidence of student achievement, including master's theses (where appropriate), publications, awards, fellowships, and scholarships; judgments about teaching, including student reviews and peer reviews; teaching recognition, including honors for meritorious teaching, invitations to teach at other institutions, and receipt of grants, contracts, or external funding related to teaching; and self-reflection and appraisal, including self reviews and evidence of steps to improve one's teaching. Peer review on the Associate Professor level is not required by the department but is strongly encouraged as a measure of teaching effectiveness.

A. Since the Department has a doctoral program in U.S. History, it is expected that faculty in this area will have some record of supervising and mentoring doctoral students.

## B. Scholarship

1. Scholarly achievement is demonstrated via a sustained pattern of research that has resulted in an individual achieving distinction in his or her field. The reasons why the Department values scholarship are enumerated in the section on Promotion to Associate Professor and tenure.

2. The Department recognizes three primary means by which an individual can demonstrate scholarly achievement and distinction: (a) a sustained record of scholarly achievement, (b) creation of a sustained and prominent portfolio of community-engaged research and scholarship (CER), or (c) a combination of these two profiles. Candidates should make clear which route they plan to take in their annual meeting with the Department Head and the degree to which they are involved in traditional scholarship, community-engaged scholarship, or a hybrid of both.

As a PhD-granting department at UNCG, the Department of History expects that candidates for promotion to full professor will have developed a significant scholarly profile in their field of expertise. The quality, rather than the quantity, of scholarly achievements is paramount and each candidate's specific profile will be unique. In accordance with the definitions and standards of scholarship as recognized by the American Historical Association (AHA), the standard may be met by the publication of a second book based on original research or by a pattern of high-quality scholarship that is original, significant, recognized, and sustained.

In January 2022, the AHA Council authorized the Ad-Hoc Committee on Broadening the Definition of Scholarship to:

1. acknowledge both long-standing and increasingly diverse genres of historical scholarship that go beyond traditionally valued models of single-authored and peer reviewed books, journal articles, and other essays; and
2. create guidelines for evaluating this work in tenure and promotion cases, as well as any other professional settings in which historians work and where historical scholarship is produced.

These guidelines lay the foundation for a broad expansion of what constitutes historical scholarship. It is by no means limited to the examples it invokes, or to academia and its standard professional ladders. These guidelines can be adapted to any institution in which historians work and where historical scholarship is an expected aspect of that work.<sup>1</sup>

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<sup>1</sup> American Historical Association, "Guidelines for Broadening the Definition of Historical Scholarship (2023)," January 5, 2023 (<https://www.historians.org/definitions>).

For candidates intending to seek promotion based on a second original research book, the Department defines 'book' as a second monograph that has been fully vetted by external reviewers and approved for publication by the academic board of the press by the start of the academic year in which the candidate is seeking promotion. The second monograph shall have been published after the candidate's first monograph that contributed to promotion to associate professor, or after the community-engaged research and scholarship (CER) that was utilized to gain promotion to associate professor. Note: based on experience, this might mean that the timing of publication of a second monograph falls within the same year as when a candidate is being considered for promotion to associate professor, but as long as the second monograph was not used towards being considered for promotion to associate professor, it can be utilized towards promotion to full professor when the candidate applies for such promotion.

If the candidate has not completed a second monograph based on original research, then there must be a substantial output of professionally-recognized original research since the previous promotion that may be demonstrated in the following forms: articles in refereed journals; book chapters; edited books approved for publication or published by a recognized university or commercial press; co-authored or co-edited works; reference books, oral history projects, translated works, and national or international recognition in the form of fellowships, grants, awards or other honors. Other important contributions that would enhance a profile based on contributions already listed, but are not sufficient in themselves, include textbooks, official histories, op-eds, blog posts, magazine articles, book reviews, public lectures, congressional testimony, expert witness testimony, media appearances, and podcasts. The candidate shall make the case for the quality and significance of the research profile.

The quality of scholarship may be measured by prestige of peer-reviewed publications, presses, as well as other eminence measures as recognized in the UNIVERSITY-WIDE EVALUATION GUIDELINES FOR PROMOTIONS AND TENURE: position as editor of journal or member of editorial board, invited chapters in prestigious publications, invited papers and guest lectures, invited exhibitions and performances, honors and awards from professional or community entities, appointment or election as officer in professional organizations, citation, replication, or continuation of scholarly and creative work, published translations of works into other languages, published or broadcast interviews or public testimonials, media exposure of research and creative activity, receipt of research grants, contracts, or external funding, recognition of impact on public policy and the solution of social problems.

As there are no widely accepted disciplinary norms for automatically gauging the relative roles played by each member of a co-authored piece of scholarship, candidates should clearly specify their precise role in such work in the scholarship section of the promotion dossier.

b. The department also values community-engaged research and scholarship (CER), which is described at length in the section on Promotion to Associate Professor and tenure. For promotion to Professor under a CER profile, a candidate needs to demonstrate a sustained pattern of production of the results of CER, which can take many forms,

including (but not limited to) books, articles, exhibits, films, oral history recordings, reports, radio productions, grant and research contracts, web-based interpretative projects, and other work that demonstrates the application of historical scholarship to the needs of contemporary communities.

Although CER work creates a variety of products and may emerge from different processes, it does not differ in rigor. CER, like all good historical scholarship, is peer reviewed, but that review includes a broader and more diverse group of peers, many from outside traditional academic departments, working in museums, historic sites, or other sites of mediation between scholars and public. As well, the impact on community audiences—for whom the work was primarily created—must be considered. For that reason, in addition to evaluation by external reviewers, a broader range of review documentation may be considered, including reflections by community partners, testimonials from general audiences, and articles in popular media. The result of this work should be of such quality that the individual has achieved distinction in his or her field.

c. Traditional forms of scholarship (articles, books, etc.) and CER are not necessarily distinct. It is possible that a candidate for promotion to Professor will assemble a portfolio of scholarly achievements that combines elements of the traditional approach with elements of CER. In such circumstances, the candidate will need to demonstrate the rigor of his or her achievement in terms both of quantity and quality, and in the impact of his/her achievement on the broader profession and/or the community.

### C. Service

1. The Department requires that candidates for promotion to Professor make significant service contributions.

2. A candidate's service contributions will include Departmental service, as well as evidence of service to the College and University. Examples of the scope of service should include providing leadership in or making significant contributions to Department, College, or University committees or other appointed or elected groups, developing and revising major policies, participating in campus governance, and mentoring other faculty or staff. Service can also include assisting in the development of international programs and exchanges, advising student groups, and recruiting students.

3. A candidate's service contributions will also include service to the scholarly profession through peer review of grant applications, articles, books, and other creative works for journals and presses; participation in academic conferences; service to and leadership in academic organizations, professional boards, task forces, or committees organizing and managing conferences; scholarly editorial work, and writing external reviews of the works of colleagues for promotions and tenure or other professional awards and acknowledgments.



4. If and where possible, the candidate should demonstrate service to the community and community engagement. Examples of the scope of service to the community includes informing general audiences through seminars, conferences, and lectures; serving as an expert for the press and other media; collaborating with and consulting for organizations, businesses, and public agencies; developing and participating in outreach programs that apply and disseminate knowledge and creative work beyond the confines of the University; and developing and participating in partnerships (such as internship programs) between academic programs and external agencies.

5. Evidence used to evaluate an Associate's service will include assessment of a range of documentation, including letters solicited by the Department from committees or organizations to which service has been rendered and/or faculty colleagues and other peers describing responsibilities and activities and analyses of work accomplished.

## **V. PROCEDURES AND SCHEDULES FOR PROMOTION AND TENURE ACTIONS**

The Department will follow the College of Arts and Sciences Regulations on Reappointment, Tenure, and Promotion in terms of the procedures and schedules for all promotion and tenure actions. Before the end of the spring semester preceding a promotion and/or tenure case, the Department Head will issue to the Department a specific schedule to be followed for the upcoming Fall Semester. The promotion and tenure committee for each case that will be decided in the Fall Semester will elect a chair of that committee during the Spring Semester at a meeting to be scheduled by the Department Head.

An Associate Professor who wishes to apply for promotion may consult with the Department Head a year or two before the anticipated application. The Head would then advise the candidate about the viability of the candidate's current scholarly record with regard to the promotion review process. In November of the year before the candidate wishes to seek promotion, the candidate may submit a complete, current CV and a short precis explaining the significance of the scholarly activity to the Department Head. The Department Head would then convene the Professors to discuss the CV and consult on the candidate's readiness to apply for Professor. The Department Head will then advise the candidate about whether to apply at this time, communicating any recommendations of the Professors with regard to the preparation of the dossier and/or the need for additional achievement before seeking promotion. In April the Professors will convene a review meeting with three purposes. First, to serve as a preparatory meeting to review the candidate's research statement to identify and provide recommendations to the candidate that may help in strengthening the research statement in preparation for the external review and to gather any recommendations to strengthen the dossier materials. Evaluation of the candidate's substantive record does not occur at the April meeting but is entirely reserved for the deliberations of the Fall meeting. Second, to select the faculty members

who will lead the fall voting meeting and ensure clear responsibilities for the dossier review process in the fall. Professors assigned to finalize evaluative narratives will then be able to reflect the deliberations and decision of that Fall meeting. Third, at the April meeting the Professors will review CVs upon request of any Associate Professor who would like feedback about their readiness for promotion. The Head will communicate the results of any such preliminary reviews of CVs to the Associate Professors who request them.

### **Outline of Promotion to Full Professor Timeline**

November	(optional, candidate's decision) Candidate(s) who intend to seek promotion may submit complete, current CV and short precis explaining the significance of the research for feedback from Professors about preparing the research statement
March 1	Deadline for faculty to request review for promotion to Full Professor
April	(optional, candidate's decision) Professors review candidate research statement, provide feedback, and establish promotion committee responsibilities; Professors review cvs upon request of associate professors seeking feedback about readiness for promotion
Early May	Candidates must provide names of potential external referees
Early June	Candidates must provide research description, updated cv and publications for external referees
June	Solicitation of external letters
Early August	Candidates research, teaching, and service narratives must be submitted
Early Sept.	Senior faculty (P&T) committee meets on candidate(s) and votes by secret ballot; vote reported immediately by committee chair to Department Head
Mid-Sept.	Chair of P&T committee must distribute draft of committee report to committee
Late Sept.	Final P&T committee report must be added to dossier followed by dissenting opinions and Department Head's evaluation. Dossier must be available to candidates for comments/signature
October 1	Dossier due to CAS

Approved by the Department: April 27, 2011. Amended March, 2018, April 2023