

**Augustana College Department of History  
Statement on Expectations  
for Tenure & Promotion  
May 2015**

The history department expects all members of the department to be invested in the project of developing historically-minded individuals through teaching, advising, and mentoring; to participate in the broader mission and development of the college; and to be contributors to scholarly conversations in the field of History.

We don't require that all faculty make multiple, simultaneous, high-level commitments in each of the three areas of teaching, service, and professional expression. We do require that successful candidates for tenure and promotion make a case that thoughtfully lays out the path that they have taken to transcend the merely expected in each category, and provides evidence of excellence in teaching and in at least one of the other two areas.

We assert that scholarly achievement requires the affirmation of professional peers, and successful candidates for tenure must demonstrate significant accomplishment in professional expression. At the same time, we recognize that at a small liberal arts college, teaching and learning are of primary importance, and we will not support a candidate for tenure or promotion who does not demonstrate ongoing commitment to and excellence in improving student learning both in the classroom and through formal and informal advising.

To maintain a healthy balance of commitments for all history faculty, we will ensure opportunities for all department members to develop new courses and to teach at both the introductory and advanced levels. We will strive for departmental complementarity in faculty members' departmental and institutional service, so that the department as a whole contributes to the leadership, management, and development of the college.

As a matter of course, we expect the following from all members of the department, and will address these points in regular reviews:

<b>Teaching</b>
<ul style="list-style-type: none"><li>o Good and/or improving assessment data (IDEA scores, supplementary tools for course-specific learning outcomes, evidence of student learning)</li><li>o High quality course design and response to student &amp; peer feedback</li><li>o Participation in formal and informal advising (first-year advising, advising majors/minors, significant and sustained mentoring)</li></ul>
<b>Service</b>
<ul style="list-style-type: none"><li>o Regular contribution to the vitality of the department through participation in department meetings, committee work, search</li></ul>

committees, departmental assessment, campus visit days, etc. o Contributing on a regular basis to other programs (LSFY, interdisciplinary programs) as warranted by position
<b>Professional Expression and Development</b>
o Active engagement and contributions to the scholarship of discovery in the discipline of history. Examples would include <ul style="list-style-type: none"> <li>o peer-reviewed scholarship (publication, articles submitted, manuscript under review, work on edited volumes)AND/ OR</li> <li>o Contributions to digital or public history projects, work with museums, historical societies, or historic sites</li> </ul>

### Expectations for Tenure

To present a successful case for tenure, however, candidates must demonstrate accomplishments that go beyond mere competence and attest to extra-ordinary achievement in teaching and in at least one of the other two areas.

The following is meant as a list of some ways that a candidate for tenure might begin to demonstrate excellence in each area. Achieving one of the bullet points in each area may or may not be enough for excellence; not all of the bullet points represent equal levels of difficulty or achievement. The candidate should consider factors such as the competitiveness of grants awarded, the scope of the activity's impact (local, national, international), leadership positions held, student mentoring that leads to publication, and progress achieved (manuscript under consideration vs. published) in making a case for the merit of each activity.

<b>Teaching</b>
<ul style="list-style-type: none"> <li>o Participating in campus initiatives to support teaching (receiving Connections grants, leading workshops, taking part in teaching observation groups)</li> <li>o Consistent record of useful pedagogical innovation (new methods of course delivery, evaluation, developing new courses)</li> <li>o Evidence of successful advising (participation in departmental advising programming, data from advisee surveys, testimonies from current/former students)</li> <li>o Substantive teaching contributions to other departments/programs</li> <li>o Participation/initiative in teaching outside regular courses: arranging for invited speakers, presenting at Salons, guest teaching, academic presentations to student groups</li> <li>o Ongoing teaching in non-credit-bearing circumstances: supervising internships &amp; directed studies, honors SI projects, Capstone projects, working with students on conference papers/ presentations</li> <li>o Leading study abroad experiences</li> <li>o Presenting teaching workshops off-campus</li> </ul>

<ul style="list-style-type: none"> <li>o Participating in working groups on teaching within professional organizations</li> <li>o Awards for teaching excellence</li> </ul>
<b>Service</b>
<ul style="list-style-type: none"> <li>o Advising student groups</li> <li>o Service on lower-commitment campus committees</li> <li>o Service on interdisciplinary program committees</li> <li>o Substantive contribution to departmental and/or campus programming: inviting speakers, participating in panel discussions with broader student body, supervising field trips, etc.</li> <li>o Service on high-commitment campus committees (Faculty Welfare, Gen Ed, EPC, Faculty Council)</li> <li>o Generating and/or leading productive campus initiatives</li> <li>o Evidence of high-impact or ongoing service on campus, in the community and/or profession</li> </ul>
<b>Professional Expression and Development</b>
<ul style="list-style-type: none"> <li>o Reviews of recently-published books (websites, digital histories, etc.)</li> <li>o Professional outreach (op-ed pieces, documentary film, television interviews)</li> <li>o Receipt of competitive internal grants</li> <li>o Organizing/participating on conference panels</li> <li>o Multiple invited lectures</li> <li>o Contributions to online publications/websites</li> <li>o Invited commentary on conference panels</li> <li>o Service as external evaluator for scholarly manuscripts</li> <li>o Service as outside evaluator for academic programs, public history productions, community initiatives</li> <li>o Peer-reviewed publication in journals or anthologies, which may include Scholarship of Teaching &amp; Learning</li> <li>o Receipt of competitive external grants</li> <li>o Editing publications or special journal issues</li> <li>o Service on editorial boards of journals/publication series</li> <li>o Service on boards or committees of professional organizations</li> <li>o Publication of a monograph or textbook</li> <li>o Receipt of awards for excellence in scholarship</li> </ul>

**Expectations for Promotion**

Candidates for promotion to full professor will be evaluated according to the criteria listed above and will be expected to provide evidence of achievements in all three areas as well as proof of a significant contribution to the profession, college, or department.

Teaching: Because of the importance we place on teaching at Augustana, candidates must continue to demonstrate a record of success in the classroom. Tenured professors may elect not to collect IDEA form data for each class,

though candidates for promotion are expected to demonstrate effectiveness through appropriate evaluation tools, and to solicit feedback from other faculty members through classroom observation. Faculty should provide evidence of advising that goes beyond the selection of courses.

Service: Tenured faculty members have more opportunities for service based on their experience, and thus will be expected to take on leadership roles; candidates should demonstrate growth in this area between tenure and promotion. For example, candidates would be expected to serve as department chair, program coordinator; and/or chair or serve on at least one high-commitment campus committees. Service beyond the campus is not required, but can effectively demonstrate the candidate's contribution to liberal education in its broader sense.

Professional Expression and Development: Professional activity should be maintained throughout a faculty member's career, though it may take different forms at different points. Tenured faculty may elect to explore new forms of public expression, experiment with innovative forms of scholarship, devote more time to consulting, shift focus from primary-source-based research to editing, etc. Candidates should be prepared to demonstrate substantive engagement with and influence within their field(s) as well as the recognition of academic peers beyond the campus.