

**Augustana College Department of History
Statement on Expectations
for Tenure, Promotion, and Performance Review
May 2023**

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. Because historical perspective-taking, subjecting widely accepted historical narratives to scrutiny, cultivating historical empathy, and understanding how past events inform today's injustices are critical to history as a discipline, we will expect all history faculty to further the college's commitment to an environment that fosters inquiry, values different experiences and perspectives, and works towards justice. These disciplinary imperatives are in keeping with the college's mission and social justice goals as defined in the Five Faith Commitments. We expect tenured and tenure-track faculty to participate in the broader mission and development of the college and to contribute to scholarly conversations in the field of History.

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

We assert that scholarly achievement requires the affirmation of professional peers, and successful candidates for tenure must demonstrate significant accomplishment in professional expression. Similarly, we value college and community service and faculty efforts to enhance the college's mission and social justice goals through research and service. Nevertheless, 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 tenure-track and tenured history faculty, we will ensure opportunities for department members to develop new courses and to teach at both the introductory and advanced levels. We will strive for departmental complementarity in these faculty members' departmental and institutional service, so that the department as a whole contributes to the leadership, management, and development of the college. Whether in teaching, service, or scholarship, contributions to the college's mission of intentionally creating environments that foster learning and promote flourishing for all students will be valued in the same way as other faculty achievements.

We do not require non-tenure track faculty to engage in advising or service to the college unless specified as part of their responsibilities, and we do not expect them to engage in scholarly activities. We recognize that some contingent faculty will participate in service and scholarship, but engagement in activities outside of their specified responsibilities cannot be considered in evaluating the faculty member's performance.

Expectations for Tenure

To present a successful case for tenure, candidates must demonstrate accomplishments that attest to extraordinary achievement in teaching and in at least one of the other two areas of faculty evaluation. The following list provides examples of ways that candidates for tenure might demonstrate excellence in each area, but is not exhaustive. 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 achievement. The candidate should consider factors such as the competitiveness of grants awarded, the scope, impact, and duration of the activity, 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.

Moreover, a candidate must support the college's goals of maintaining an environment that fosters social justice and critical thinking about human difference. In order to demonstrate this support, candidates for tenure must provide evidence of continued effort to promote those goals in the classroom. They may elect to demonstrate such efforts in professional expression and service as well.

Teaching
<ul style="list-style-type: none">o Assessment data (IDEA scores, supplementary tools for course-specific learning outcomes, evidence of student learning, observations by peers) that indicates success in achieving teaching goalso Participation in campus initiatives to support teaching (receiving Connections grants, attending or leading workshops to improve aspects of teaching or advising, taking part in teaching observation groups)o Consistent record of useful pedagogical innovation (new methods of course delivery, evaluation, developing new courses)o Record of positive impacts in formal and informal advising and mentoring (participation in departmental advising programming, data from advisee surveys, testimonies from current/former students & informal mentees)o Sustained teaching commitments in other departments/programso Participation/initiative in teaching outside regular courses: arranging for invited speakers, guest teaching, academic presentations to student groupso Ongoing teaching in non-credit-bearing circumstances: supervising internships & directed studies, SI or Honors capstone projects, working with students on conference papers/ presentationso Presenting teaching workshops off-campuso Participating in working groups on teaching within professional organizationso Awards for teaching excellenceo Leading study abroad experiences, incorporating global classroom connectionso Teaching historiographical approaches in ways that critically evaluate those perspectiveso Teaching courses with D and/or G suffixeso Using historical thinking strategies (empathy, sourcing, determining historical significance) to attend to diverse perspectiveso Developing assignments, policies, and activities that remove barriers to learning and encourage all students to “do history” in a variety of accessible ways

o Using analysis of past events to understanding ongoing social justice concerns
Service
<ul style="list-style-type: none"> o Advising student groups o Contributing to the vitality of the department and the college in ways that go beyond the merely expected: substantive contribution to departmental and/or campus programming: inviting speakers, participating in panel discussions, supervising field trips, etc. o Service on lower-commitment campus committees o Service on interdisciplinary program committees o Service on high-commitment campus committees (Faculty Review Committee, Gen Ed, EPC, Faculty Council) o Generating and/or leading productive campus initiatives o Evidence of high-impact or ongoing service on campus, in the community and/or profession o Contributing to community organizations (talks, board service, consultation, etc.) o Service that increases opportunities for and retention of underrepresented/minoritized groups on campus
Professional Expression and Development
<ul style="list-style-type: none"> o Active engagement and contributions to the scholarship of discovery in the discipline of history, such as peer-reviewed publication of monographs, textbooks, essays, book chapters o Contributions to digital or public history projects, work with museums, historical societies, or historic sites o Editing publications or special journal issues o Participation in community-engaged or -facing scholarship o Professional outreach (op-ed pieces, documentary film, television interviews) o Organizing/participating on conference panels o Invited commentary on conference panels o Multiple invited lectures o Reviews of recent publications (books, websites, exhibits, etc.) o Service as external evaluator for scholarly manuscripts o Service as outside evaluator for academic programs, public history productions, community initiatives o Service on editorial boards of journals/publication series o Service on boards or committees of professional organizations o Receipt of awards for excellence in scholarship o Receipt of competitive external grants

Expectations for Promotion to Full Professor

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 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 as described above. 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 on campus; 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 is valued because it can effectively demonstrate the candidate's contribution to liberal education and social justice efforts in a broader sense and in ways that are accessible to the community.

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.

Expectations for Promotion for Non-tenure track faculty

Non-tenure track faculty who opt for performance review for promotion should demonstrate a record of strong teaching, as evidenced by the following:

- o Assessment data (IDEA scores, supplementary tools for course-specific learning outcomes, evidence of student learning, observations by peers) that indicates success in achieving teaching goals
- o Participation in campus initiatives to support teaching (receiving Connections grants, attending or leading workshops to improve aspects of teaching or advising, taking part in teaching observation groups)
- o Consistent record of useful pedagogical innovation (new methods of course delivery, evaluation, developing new courses)

In addition, we expect non-tenure track candidates for promotion to demonstrate an excellent record of departmental service as evidence of involvement in the life of the college.