

MISSOURI STATE UNIVERSITY

**PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT)
TENURE, PROMOTION GUIDELINES**

DEPARTMENT:

HISTORY

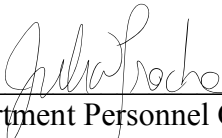
COLLEGE:

CHPA

ACADEMIC YEAR OF CURRENT REVIEW: 2022-23

ACADEMIC YEAR OF NEXT REQUIRED REVIEW: 2025-2026

DEPARTMENT ADOPTION SIGNATURES:



Department Personnel Committee Chair

14 July 2025
Date

Kathleen Kennedy
Department Head

7-13-25
Date

APPROVAL SIGNATURES:



Dean

7/14/25
Date

Ken Brown
Provost

7/25/2025
Date

**THIS PLAN IS IN EFFECT FROM FALL 2023 THROUGH SPRING 2026 (AY 2023-24;
2024-25; 2025-26)**

PROMOTION POLICY

Department of History at Missouri State University
Approved by the Department of History on the 15th of May 2023

The Department of History will evaluate candidates for promotion based solely upon the criteria found in this document and the most recent editions of the Faculty Handbook (FH). In all cases, the Faculty Handbook is the final authority.

Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, sex, national origin; ancestry, age, disability, veteran status in employment or in any program or activity offered or sponsored by the University. In addition, the University does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students or the applicable job requirements for employees.

Promotion is not an automatic right; rather, it is a reward that follows from meeting teaching, research/creative activity, and service performance expectations. Although different academic units may vary in their responsibilities, it is expected that faculty members who are awarded promotion will have demonstrated a continued record of accomplishments that supports the appropriate roles of that faculty member in the department, college, and University. The decision for promotion should be based upon the individual's cumulative record with particular emphasis being placed upon accomplishments since appointment to the last rank. Faculty shall be informed in writing annually whether or not negotiated roles (i.e., individualized goals and objectives) represent progress toward promotion.

The promotion committee for candidates seeking the rank of senior instructor shall consist of all full, associate, and assistant professors, and all senior instructors of the Department of History. The promotion committee for candidates seeking the rank of associate professor shall consist of all tenured full and associate professors of the Department of History. The promotion committee for candidates seeking the rank of full professor shall consist of all tenured full professors of the Department of History. The chair of the Personnel Committee, or if the chair is ineligible to serve on a promotion committee, the full professor level representative, shall be chair of the promotion committee. Promotion dossiers shall be requested by and delivered to the chair, who shall make all materials available to members of the committee. No less than a week after the promotion dossiers are complete and have been made available to members of the committee, the chair shall call a meeting of the committee in order to review and discuss the candidate's application for promotion. The meeting shall be called at a time when all committee members are available to attend, unless they are out of town for at least two weeks, or too ill to attend. After a discussion of the candidate's qualifications, the committee may vote to recommend promoting the candidate,

vote to recommend not promoting the candidate, or vote to make another recommendation (such as asking the candidate to withdraw his/her application). If the vote is to promote or not promote, the chair shall appoint a committee member to draft a letter of recommendation representing the majority position.

If there is a split vote among tenured faculty, the minority may file a report, signed by each member of the minority, which will be forwarded with the majority decision. A candidate for promotion or tenure or annual appointment may appeal a negative recommendation by the tenured faculty of the department by requesting that the Academic Personnel Review Commission (APRC; see Faculty Handbook) conduct an informal inquiry and documented vote of all tenured faculty. Each voter shall indicate on the ballot his or her rationale and shall sign the ballot. The APRC will report the results to the Associate Provost for Faculty Affairs (APFA)/Provost and will secure the ballots in confidence for a period of one year (Faculty Handbook, Sec 4.7 and 13.2). A copy also will be provided to the candidate.

The departmental faculty recommendation will be forwarded to the department head. The head shall not be a participant in the voting or deliberations of the departmental committee prior to this forwarding. The head will make an independent evaluation and recommendation. (Faculty Handbook, 4.8.3)

At each stage of evaluation - i.e., department committee, head, college (if appropriate), dean, provost - the candidate will be given a copy of the recommendation and the written rationale for the recommendation. At each subsequent stage, a copy of the recommendation and a probative rationale therefore will also be furnished to the departmental committee for its information and records.

Personnel decisions based on lifestyle, philosophical outlook, divergent beliefs, and collegiality are invalid if they cannot be documented as affecting quality or quantity of job performance.

All faculty who have not attained the rank of tenured full professor shall be reviewed annually by their department. Progress toward tenure, promotion, and annual appointment (where appropriate) must be specified in writing to the candidate in the annual review. Tenure-track faculty must submit to the Personnel Committee a self-evaluation regarding their achievements each year by the date announced by the Personnel Committee (usually early spring semester).

Candidates also must meet the following departmental criteria and place the specified materials in their promotion dossier (i.e., file, portfolio), in order to be considered for promotion.

A. Vita and Brief.

At the time of evaluation for promotion, tenure, or annual appointment, the candidate must submit to the departmental committee a current vita that qualifies them as well as all the documentation that has been maintained up to that time. The candidate must include a personal

statement detailing how their qualifications meet each of the criteria necessary to become minimally eligible to be considered for tenure and/or promotion with their application materials.

In promotion to any rank outlined in this document, the following apply:

University Requirements

Candidates for promotion to any rank must meet the minimum eligibility requirements of the university as stated in the most current edition of the Faculty Handbook.

Amendments

This policy will be reviewed at least every five years, or the academic year in which a Provost review is required—whichever comes first—by the Personnel Committee and may be amended by a majority vote of the tenured and tenure-track members of the Department of History. Faculty will have the choice of being evaluated according to either the tenure and promotion policies in effect at the time that they begin their employment at MSU or those in effect during their employment in their current position for which they are seeking tenure and/or promotion.

Promotion to Senior Instructor

An instructor who has demonstrated excellence in teaching and service at Missouri State University for at least five years may be appointed as a Senior Instructor.

A. Teaching.

Teaching effectiveness should not be measured only by comparing a person to a numerical mean, but should be a thoughtful and holistic consideration. Furthermore, studies have shown the embedded biases and prejudices inherent in student evaluations, which negatively affect faculty of color and women disproportionately (e.g. Chávez, K., & Mitchell, K. 2020. "Exploring Bias in Student Evaluations: Gender, Race, and Ethnicity." *PS: Political Science & Politics* 53(2): 270-274. doi:10.1017/S1049096519001744). To this end, student evaluations need not be one of the primary forms of evidence used to illustrate or evaluate teaching effectiveness. Instead, emphasis can be placed on peer reviews of teaching/courses, course materials, other contributions to student success (e.g. active advising, recruitment, etc.).

Teaching in the first year of employment will not be weighed as heavily as in subsequent years.

Teaching Duties

Two important components to documenting teaching effectiveness are faculty input and student outcomes.

To demonstrate teaching effectiveness in terms of faculty input, faculty are expected to:

Obligatory

1. Meet classes regularly, unless excused for other history business (such as attending conventions), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident}.
2. Be accessible to students by holding regular office hours, unless excused for other history business (such as attending conventions), personal or family reasons {such as illness), or for reasons beyond the control of the faculty member (such as an accident).
3. Issue clear assignments
4. Advise and mentor students as opportunities arise.
5. Promote analytical and critical thinking through such methods as discussion, and reading and writing assignments.
6. Listen to and respond to student questions, comments, and ideas.
7. Maintain an environment conducive to learning that fosters mutual respect among classroom participants.
8. Assign readings, exercises, projects, and exams at an appropriate level of difficulty to challenge students.

9. Offer upper-level division classes

Optional

10. Be innovative through new pedagogical methods or course modality..

Examples of faculty demonstrating teaching effectiveness in terms of student outcomes include:

1. Students demonstrate communication skills
2. Students demonstrate critical and analytical skills
3. Students demonstrate historical awareness
4. Students demonstrate increase in historical knowledge

Candidates must submit a teaching dossier that includes:

- A Teaching Summary highlighting all classes taught at MSU, number of students enrolled and summary of course strengths and areas for improvement, if any.
- Teaching Philosophy Statement
- A typical syllabus for each course taught at MSU
- Examples of course materials
- Examples of exams,
- All student teaching evaluations, including the open-ended portions, for every section of every course taught at MSU.
- Chart of Grade Distributions (see below)
- A completed Matrix of faculty accomplishments in the dossier (Appendix. A: "Matrix"; modified accordingly).
- Any other supporting materials that the candidate considers important

Conference with Department Head: Faculty will meet with the department head each semester in order to discuss their teaching performance.

Exams: In classes of 42 students or less, exams and tests will include an open-ended writing component.

B. Research

Although achievements in scholarship are not a formal requirement for promotion to senior instructor, additional credit will be given for scholarly activities.

The following items are examples of what can be used by candidates to demonstrate such activity. Candidates are not limited to the items listed. Nor does this list provide minimum requirements for promotion to senior instructor.

Examples of what can be considered in evaluating a faculty member's progress in research:

- Article in peer reviewed journal
- Book review
- Conference paper

- Digital Humanities or Public History Project (such as, the creation and maintenance of a website utilizing primary sources)
- Edited work
- Encyclopedia article
- Historical consulting
- History education article
- History/social studies textbook or chapter in a textbook
- Introduction to an edited or translated work
- Monograph
- Peer review of an article or book manuscript
- Writing an accreditation report
- Review article
- Short scholarly essay
- Translation
- Organizing a panel at an academic conference
- Publication/translation of primary sources
- Service as discussant/commentator at an academic conference
- Receipt of a grant

C. Service.

Some contributions to departmental and/or university service are required for promotion to senior instructor.

Service will be assessed by the Personnel Committee on a yearly basis with the evaluation year beginning July 1 and ending June 30.

Faculty service at Missouri State University serves three purposes: to support the academic tradition of shared governance, to support the professional and organizational needs of the disciplines, and to bring the products of university work to the public for its benefit.

Full-time instructors can, but are not required, to :

- (1) participate actively in the shared governance structure of the University by serving on departmental, college, and university committees.

Instructors also can, but are not required to, participate in other service opportunities, including:

- (2) sponsoring an active student organization,
- (3) establishing opportunities for student experiences,
- (4) removing barriers to learning, and
- (5) obtaining funding and other resources for teaching and scholarship.

(6) participating in professional organizations and in public bodies, which can bring prestige to the University and expand professional competence of the individual.

- (7) providing professional expertise to business, industry, schools, community organizations, and colleagues in other university

programs.

The following are examples of service that are worth **one** credit:

1. Serving on a college, Faculty Senate, or university committee. (1)
2. Chairing a departmental, college, Faculty Senate, or university committee. (1)
3. Serving on a search committee. (1)
4. Chairing a search committee. (1)
5. Serving as an adviser or co-adviser to a university student organization. (2)
6. Serving as audio-visual coordinator for a professional conference. (8)
7. Publishing a book review in a scholarly journal, a handbook entry, or an encyclopedia entry. Faculty may take credit for a book review, handbook entry, or encyclopedia entry when it is published or when it is accepted for publication by a journal, handbook, or encyclopedia, but not both. No book review, handbook entry, or encyclopedia entry will receive more than one credit. (8)
8. Reviewing an article for a scholarly journal. (8)
9. Publishing a scholarly mini-article. (8)
10. Serving as an officer in a local community or professional organization. (6,7)
11. Serving as academic adviser for 26 to 50 students. (4)
12. Making three new and different presentations on history to community organizations. (7,8)
13. Serving as editor of the departmental newsletter or of a professional newsletter. (7,8)
14. Serving on a departmental committee (1)

The following are examples of service that are worth **two** credits:

1. Serving on Faculty Senate, College Council, Professional Education Committee, or Graduate Council. (1)
2. Serving as an active officer in a state, regional, or national professional organization. (6)
3. Serving as book review editor for a professional journal. (8)
4. Serving as academic adviser for a total of 51 to 75 students. (4)
5. Serving as Director of Graduate Studies for the Department of History. (1,4)
6. Reviewing a book manuscript for a scholarly press. Faculty will receive no more than two credits for reviewing a specific manuscript (even if it is revised and reassessed). (8)

The following are examples of service that are worth **three** credits:

1. Serving as academic adviser for more than 75 students. (4)
2. Serving as the Chairperson, the Chairperson-elect, or the Secretary of the Faculty Senate. (1)
3. Serving as managing editor of a scholarly journal. (6,8)
4. Serving as coordinator for a major regional or national conference. Coordinating significantly smaller conferences will earn lesser credit. (4,5,8)

All service must be carried out faithfully in order to receive full credit.

D. Departmental Duties.

Unless excused for other history business (such as attending conferences), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident), candidates are expected to have:

1. Attended committee meetings regularly and participated actively in committee duties.
2. Kept their office hours regularly.
3. Attended to their advising responsibilities faithfully.
4. Carried out all appropriate departmental, college, and university assignments faithfully.

E. Other Materials.

Candidates may submit any other materials that they consider important to their promotion dossier.

II. Promotion to Associate Professor

A. Teaching.

Teaching effectiveness should not be measured only by comparing a person to a numerical mean, but should be a thoughtful and holistic consideration. Furthermore, studies have shown the embedded biases and prejudices inherent in student evaluations, which negatively affect faculty of color and women disproportionately (e.g. Chávez, K., & Mitchell, K. 2020. "Exploring Bias in Student Evaluations: Gender, Race, and Ethnicity." *PS: Political Science & Politics* 53(2): 270-274. doi:10.1017/S1049096519001744). To this end, student evaluations need not be one of the primary forms of evidence used to illustrate or evaluate teaching effectiveness. Instead, emphasis can be placed on peer reviews of teaching/courses, course materials, other contributions to student success (e.g. active advising, recruitment, etc.).

Teaching in the first year of employment will not be weighed as heavily as in subsequent years.

Teaching Duties

Two important components to documenting teaching effectiveness are faculty input and student outcomes. To demonstrate teaching effectiveness in terms of faculty input, faculty are expected to:

Obligatory

1. Meet classes regularly, unless excused for other history business (such as attending conventions), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident).
2. Be accessible to students by holding regular office hours, unless excused for other history business (such as attending conventions), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident).
3. Issue clear assignments
4. Advise and mentor students as opportunities arise.
5. Promote analytical and critical thinking through such methods as discussion, and reading and writing assignments.
6. Listen to and respond to student questions, comments, and ideas.
7. Maintain an environment conducive to learning that fosters mutual respect among classroom participants.
8. Assign readings, exercises, projects, and exams at an appropriate level of difficulty to challenge students.
9. Offer upper-division courses in their fields, including graduate courses such as historiography, proseminars, or seminars

Optional

10. Be innovative through new pedagogical methods, new course development, use of instructional technique or mode (such as television or the Internet).

Examples of faculty demonstrating teaching effectiveness in terms of student outcomes include:

1. Students demonstrate communication skills
2. Students demonstrate critical and analytical skills
3. Students demonstrate historical awareness
4. Students demonstrate increase in historical knowledge

Candidates must submit a teaching dossier that includes:

- A Teaching Summary highlighting all classes taught at MSU, number of students enrolled and summary of course strengths and areas for improvement, if any.
- Teaching Philosophy Statement
- A typical syllabus for each course taught at MSU
- Examples of course materials
- Examples of exams,
- All student teaching evaluations, including the open-ended portions, for every section of every course taught at MSU.
- Chart of Grade Distributions (see below)
- A completed Matrix of faculty accomplishments in the dossier (Appendix A: “Matrix”; modified accordingly).
- Any other supporting materials that the candidate considers important

Peer Evaluations

The Personnel Committee will choose a tenured faculty member to evaluate a course of each tenure-track faculty member at least once each year until tenure and/or promotion is reached, though Reviewees may alternatively request evaluations each semester. Evaluations shall include an assessment of pedagogy and course design, according to the following parameters:

1. Faculty Reviewees are expected to submit their preferences for course observations within a timely manner (e.g. within 2 weeks of an email from the Chair of Personnel Committee) and make reasonable efforts to provide Reviewers with relevant course materials, including syllabus, class schedule/list of assigned readings, and digital resources. Reviewee may elect to provide access to digital materials by providing access to their course Learning Management System (LMS) site; doing so is strictly voluntary. As an alternative, reviewees who do not wish to share access to their LMS will be asked to share (via OneDrive or similar agreed upon platform) sample online modules, videos, documents, discussion threads, etc. from their online course for their reviewer.
2. Faculty requiring further developmental assistance will consult with their faculty mentor, Personnel Chair, and Department Head, whom together will create a list of university, professional learning opportunities and trainings, and communicate which one(s) the faculty

member will be expected to make reasonable efforts to participate in and successfully complete within the next AY.

3. Reviewers will be selected as follows:

- a. Eligible reviewers (i.e. tenured faculty) should identify if they are able to review asynchronous online courses.
- b. Reviewers will then be randomly selected for all un-tenured faculty (i.e. reviewees) based on their ability to review synchronous vs asynchronous courses.
- c. Intentional modifications to these assignments will be made by Personnel Chair in order to make efforts to ensure that
 - i. no (i.e. Reviewer) shall be chosen to evaluate a tenure-track faculty member (i.e. Reviewee) more than once; and/or
 - ii. to meet a reviewee's request; and/or
 - iii. to make efforts to ensure faculty with appropriate levels of expertise either in pedagogical training/knowledge or course-related content are called upon if reviewing upper division or graduate courses.

4. Courses reviewed can be any level undergraduate or graduate course. Ideally, the Reviewee will receive reviews on a diverse range of courses by the time they apply for tenure and/or promotion. The Personnel Committee, Reviewees, and Reviewers shall consult as to which course is to be reviewed, taking into consideration the areas of expertise of the Reviewer and the level/focus of the course being reviewed.

5. Reviewer expectations include:

- a. Making reasonable efforts to meet with Reviewee for a pre and post review discussion, the latter of which should occur before the semester in which the review took place is over.
- b. Attending one class session if reviewing an in-person or synchronous (e.g. zoom) course.
- c. Assessing the course holistically—including a review of the syllabus and/or course schedule, content-goals, pedagogical approaches, assigned readings, organization, course structure, etc.—and using any review forms and/or review guides approved by the Personnel Committee to write a narrative in which a holistic review of a course is provided. This narrative will be included in the reviewee's dossier for tenure and promotion.

Conference with Department Head: Faculty will meet with the department head each semester in order to discuss their teaching performance.

Exams: In classes of 42 students or less, exams and tests will include an open-ended writing component.

B. Research

Candidates must demonstrate a sustained commitment to scholarship in their field. Candidates' entire records will be considered and should be documented in their application for promotion to associate professor.

The following items are examples of what can be used by candidates to demonstrate progress. Candidates are not limited to the items listed. Nor does this list provide minimum requirements for promotion to associate professor.

Examples of what can be considered in evaluating a faculty member's progress in research:

- Article in peer reviewed journal
- Book review
- Conference paper
- Digital Humanities or Public History Project (such as, the creation and maintenance of website utilizing primary sources)
- Edited work
- Encyclopedia article
- Historical consulting
- History education article
- History/social studies textbook or chapter in a textbook
- Introduction to an edited or translated work
- Monograph
- Peer review of an article or book manuscript
- Writing an accreditation report
- Review article
- Short scholarly essay
- Translation
- Organizing a panel at an academic conference
- Publication/translation of primary sources
- Service as discussant/commentator at an academic conference
- Receipt of a grant

Minimum requirements:

1. While at MSU the delivery of two original papers at state, regional, national, or international conferences.
2. The publication (or unequivocal acceptance for publication) of:
 - a) a peer reviewed monograph, or
 - b) four scholarly articles in peer reviewed journals (or equivalent), or
 - c) three scholarly articles in peer reviewed journals (or equivalent) and one additional scholarly publication (at least article-length). This can be an edited work or translation. A major accreditation report may also be counted as the additional scholarly publication. Original chapters in scholarly books that have been peer reviewed will be considered equivalent to scholarly articles.
 - d) Publication of the monograph or two of the scholarly articles must occur while at MSU, if inclusion of previously published work was negotiated at hiring.

Candidates must submit a research dossier with the following items:

- Research Agenda Summary
- CV, including lists of conferences papers presented and publications
- Copies of published work as possible (entire articles or chapters; ideally make a book available)
- Clear explanations as to peer review process for each publication counting towards Tenure and/or Promotion.

C. Service.

Service will be assessed by the Personnel Committee on a yearly basis, with the evaluation year beginning July 1 and ending June 30. Credit for service events that occur after the Personnel Committee has allotted service credits for the evaluation period, but before the end of the academic year, will be allotted during the next academic year. Candidates must average 3.00 credits per year while serving at MSU. A candidate may choose to exclude his or her first year at MSU from these calculations. There is no limit to the number of service credits a faculty member may accumulate per year.

Faculty service at Missouri State University serves three purposes: to support the academic tradition of shared governance, to support the professional and organizational needs of the disciplines, and to bring the products of university work-to the public for its benefit.

Each full-time faculty member is expected to:

- (1) participate actively in the shared governance structure of the University by serving on departmental, college, and university committees and by assuming an appropriate share of the requisite duties. Service activities also expand opportunities for learning and shape the learning environment.

Service activities may also include:

- (2) sponsoring an active student organization,
- (3) establishing opportunities for student experiences,
- (4) removing barriers to learning, and
- (5) obtaining funding and other resources for teaching and scholarship.

Additional service opportunities include:

- (6) participating in professional organizations and
- (7) in public bodies, which can bring prestige to the University and expand professional competence of the individual.

Service also includes

- (8) providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs.

The following are examples of service that are worth **one** credit:

1. Serving on a college, Faculty Senate, or university committee. (1)

2. Chairing a departmental, college, Faculty Senate, or university committee. (1)
3. Serving on a search committee. (1)
4. Chairing a search committee. (1)
5. Serving as an adviser or co-adviser to a university student organization. (2)
6. Serving as audio-visual coordinator for a professional conference. (8)
7. Publishing a book review in a scholarly journal, a handbook entry, or an encyclopedia entry. Faculty may take credit for a book review, handbook entry, or encyclopedia entry when it is published or when it is accepted for publication by a journal, handbook, or encyclopedia, but not both. No book review, handbook entry, or encyclopedia entry will receive more than one credit. Faculty can only count one book review towards meeting the minimum 3-point annual threshold. (8)
8. Reviewing an article for a scholarly journal. Faculty can only count one article review towards the minimum 3-point annual threshold. (8)
9. Publishing a scholarly mini-article. (8)
10. Serving as an officer in a local community or professional organization. (6,7)
11. Serving as academic adviser for 26 to 50 students. (4)
12. Making three new and different presentations on history to community organizations. (7,8)
13. Serving as editor of the departmental newsletter or of a professional newsletter. (7,8)
14. Serving on a departmental committee (1)

The following are examples of service that are worth **two** credits:

1. Serving on Faculty Senate, College Council, Professional Education Committee, or Graduate Council. (1)
2. Serving as an active officer in a state, regional, or national professional organization. (6)
3. Serving as book review editor for a professional journal. (8)
4. Serving as academic adviser for a total of 51 to 75 students. (4)
5. Serving as Director of Graduate Studies for the Department of History. (1,4)
6. Reviewing a book manuscript for a scholarly press. Faculty will receive no more than two credits for reviewing a specific manuscript (even if it is revised and reassessed). (8)

The following are examples of service that are worth **three** credits:

1. Serving as academic adviser for more than 75 students. (4)
2. Serving as the Chairperson, the Chairperson-elect, or the Secretary of the Faculty Senate. (1)
3. Serving as managing editor of a scholarly journal. (6,8)
4. Serving as a coordinator, organizer, or host for a major national or international conference of an academic society or organization (i.e. American Society for Ethnohistory, Middle Eastern Studies Association, International Society of the Americanists, etc.). (4, 5, 8)

Faculty may petition the Personnel Committee for extra credit for any of the above services if it was unusually onerous or particularly meritorious. The burden of proof is on the Faculty member making such a claim.

Faculty may request an assessment of the probable credit that proposed service not listed above would receive at any time during the academic year. Unless there is evidence that the faculty member did not fulfill the proposed service, or that the earlier assessment grossly overestimated or grossly underestimated the value of the service, the Personnel Committee's year-end evaluation should be the same as its earlier assessment.

All service must be carried out faithfully in order to receive full credit.

In addition to accumulating the required number of service points, to be eligible for promotion to Associate Professor, candidates must contribute to the work of the department while an Assistant Professor by chairing a departmental committee.

Candidates should include in their dossier a section on Service in which the following components are included:

- Service Summary
- Chart of Service Points, broken down by Department, College, University, Community, and Field as appropriate.
- Evidence of Service activity

D. Departmental Duties.

Unless excused for other history business (such as attending conferences), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident), candidates are expected to have:

1. Attended departmental meetings regularly.
2. Attended committee meetings regularly and participated actively in committee duties.
3. Kept their office hours regularly.
4. Attended to their advising responsibilities faithfully.
5. Carried out all appropriate departmental, college, and university assignments faithfully.

E. Other Materials.

Candidates are expected to make available, as part of their dossier, all past Department Personnel, Department Head, and College Dean annual reviews. Candidates may submit any other materials that they consider important to their promotion dossier.

III. Promotion to Professor

A. Teaching.

Teaching effectiveness should not be measured only by comparing a person to a numerical mean, but should be a thoughtful and holistic consideration. Furthermore, studies have shown the embedded biases and prejudices inherent in student evaluations, which negatively affect faculty of color and women disproportionately (e.g. Chávez, K., & Mitchell, K. 2020. "Exploring Bias in Student Evaluations: Gender, Race, and Ethnicity." *PS: Political Science & Politics* 53(2): 270-274. doi:10.1017/S1049096519001744). To this end, student evaluations need not be one of the primary forms of evidence used to illustrate or evaluate teaching effectiveness. Instead, emphasis can be placed on peer reviews of teaching/courses, course materials, other contributions to student success (e.g. active advising, recruitment, etc.).

Teaching in the first year of employment will not be weighed as heavily as in subsequent years.

Teaching Duties

Two important components to documenting teaching effectiveness are faculty input and student outcomes.

To demonstrate teaching effectiveness in terms of faculty input, faculty are expected to:

Obligatory

1. Meet classes regularly, unless excused for other history business (such as attending conferences), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident).
2. Be accessible to students by holding regular office hours, unless excused for other history business (such as attending conventions), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident).
3. Issue clear assignments
4. Advise and mentor students as opportunities arise.
5. Promote analytical and critical thinking through such methods as discussion, and reading and writing assignments.
6. Listen to and respond to student questions, comments, and ideas.
7. Maintain an environment conducive to learning that fosters mutual respect among classroom participants.
8. Assign readings, exercises, projects, and exams at an appropriate level of difficulty to challenge students.
9. Offer upper-division courses in their fields, including graduate courses such as

historiography, proseminars, or seminars

Optional

10. Be innovative through new pedagogical methods, new course development, use of instructional technique or mode (such as television or the Internet).

Examples of faculty demonstrating teaching effectiveness in terms of student outcomes include:

1. Students demonstrate communication skills
2. Students demonstrate critical and analytical skills
3. Students demonstrate historical awareness
4. Students demonstrate increase in historical knowledge

Candidates must submit a teaching dossier that includes:

- A Teaching Summary highlighting all classes taught at MSU, number of students enrolled and summary of course strengths and areas for improvement, if any.
- Teaching Philosophy Statement
- A typical syllabus for each course taught at MSU
- Examples of course materials
- Examples of exams,
- All student teaching evaluations, including the open-ended portions, for every section of every course taught at MSU.
- Chart of Grade Distributions (see below)
- A completed Matrix of faculty accomplishments in the dossier (Appendix. A: "Matrix"; modified accordingly).
- Any other supporting materials that the candidate considers important

Conference with Department Head. Faculty will meet with the department head each semester in order to discuss their teaching performance.

Exams. In classes of 42 students or less, exams and tests will include an open-ended writing component.

B. Research

Candidates must demonstrate scholarly achievement in their career at MSU and a sustained commitment to scholarship in their field. Candidates' entire record will be considered and should be documented in their application for promotion.

See the list entitled "Examples of what can be considered in evaluating a faculty member's progress in scholarship" above under the provisions for Associate Professor. Those items are examples of what can be used by candidates to demonstrate scholarly achievement.

Candidates are not limited to the items listed.

Nor does this list provide minimum requirements for promotion to full professor.

Minimum requirements:

1. the publication during one's professional career (or unequivocal acceptance for publication) of
 - a) a monograph and two additional scholarly publications (at least article-length). These can be articles in peer reviewed journals (or equivalent), edited works, or translations. A major accreditation report may also be counted as a scholarly publication. Original chapters in scholarly books that have been peer reviewed will be considered equivalent to scholarly articles. Or
 - b) seven scholarly publications (at least article-length). At least five of these must be scholarly articles in peer reviewed journals (or equivalent). The other two may be edited works or translations. Original chapters in scholarly books that have been peer reviewed will be considered equivalent to scholarly articles. A major accreditation report may also be counted as a scholarly publication.
2. While in the rank of associate professor the delivery of two original papers at state, regional, national, or international conferences.
3. While in the rank of associate professor the publication (or unequivocal acceptance for publication) of
 - c) a monograph, or
 - d) three scholarly articles in peer reviewed journals (or equivalent) or
 - e) two scholarly articles in peer reviewed journals (or equivalent) and one additional scholarly publication (at least article-length showing significant use of primary sources in the appropriate field). This can be an edited work or translation. Original chapters in scholarly books that have been peer reviewed will be considered equivalent to scholarly articles. A major accreditation report may also be counted as a scholarly publication.

C. Service

Same as the service requirement for promotion to Associate Professor.

In addition to accumulating the required number of service points, to be eligible for promotion to Professor, candidates must contribute to the work of the department while an Assistant Professor and/or Associate Professor by

1. Chairing two departmental committees, or
2. Performing equivalent service within the department

D. Departmental Duties.

Unless excused for other history business (such as attending conferences), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident), candidates are expected to have:

1. Attended departmental meetings regularly.
2. Attended committee meetings regularly and participated actively in committee duties.
3. Kept their office hours regularly.
4. Attended to their advising responsibilities faithfully.
5. Carried out all appropriate departmental, college, and university assignments faithfully.

E. Other Materials.

Candidates are expected to make available, as part of their dossier, all past Department Personnel, Department Head, and College Dean annual reviews. Candidates may submit any other materials that they consider important to their promotion dossier.

APPENDIX A: “Matrix”:
Department of History Tenure & Promotion Accomplishments Summary

Department Criteria for Teaching*		
<i>Performance Criteria</i>	<i>Accomplishments</i>	<i>Documentation</i>
Faculty Contributions		
Obligatory		
Meet classes regularly		
Be accessible to students		
Issue clear assignments		
Advise and mentor students		
Promote analytical and critical thinking		
Listen and respond to student questions, comments, and ideas		
Maintain an environment conducive to learning		
Assign readings, exercises, projects and exams at appropriate level of difficulty		
Be effective professor		
Offer upper-division courses in the field		
Optional		
Be innovative through pedagogical methods, new course development, use of instructional technique or mode		
Student learning		
Demonstrate communication skills		
Demonstrate critical and analytical skills		
Demonstrate historical awareness		

Demonstrate progress in historical knowledge		
Miscellaneous		
Peer evaluations		
Grade distributions		
Exams		
Annual conference with Head		
Additions to teaching		

*See “Promotion and Tenure Policies” for required documentation

Department Criteria for Research **		
<i>Performance Criteria</i>	<i>Accomplishments</i>	<i>Documentation</i>
Delivery of one original paper at conference		
Publication of a monograph OR		
Three scholarly articles in peer reviewed journals OR		
Two scholarly articles in peer reviewed journals and one additional article-length scholarly publication*		
Additions to research		

**See “Promotion and Tenure Policies” for specific examples of research possibilities

Department Criteria for Service***		
<i>Performance Criteria</i>	<i>Accomplishments</i>	<i>Documentation</i>
Shared governance		
Department committees		
College committees		
University committees		
Service to Community/Public Affairs Contributions		
Service to Field or Profession		
Faithfully perform departmental duties: department meetings, etc.***		
Miscellaneous service		
Three service points/yr excluding first year***	NA	Total points:

***See “Promotion and Tenure Policies” for specific examples of service possibilities

TENURE POLICY

Department of History at Missouri State University
Approved by the Department of History on the 15th of May 2023

The Department of History will evaluate candidates for tenure based solely upon the criteria found in this document, and the most recent edition of the Faculty Handbook (FH) or the Faculty Handbook in place upon hire. In all cases, the Faculty Handbook is the final authority.

Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, veteran status in employment or in any program or activity offered or sponsored by the University. In addition, the University does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students or the applicable job requirements for employees. In most cases, a probationary faculty member must apply for tenure/promotion no later than the sixth year of employment (except when the tenure clock has been temporarily stopped - see FH Section 3.8.1) to remain employed beyond the seventh year. In cases where the faculty member has negotiated for a shorter probationary period, the final tenure application year is specified in the faculty member's initial letter of employment.

Candidates denied tenure by the Provost in the final year for application are not permitted to reapply. Candidates who apply for early tenure (i.e., in a year prior to the final year for application as stated in the faculty member's initial letter of employment) may reapply up to and including the final year to apply. Application may be made in the fourth or fifth year of employment where there are commendable and consistent ratings in annual performance reviews.

Awarding of tenure is a performance-based decision. The tenure recommendation should result from a critical examination of both the faculty member's credentials and his or her contributions to the University during the pre-tenure years. It is incumbent upon the faculty member to demonstrate teaching, research/creative activity, and service contributions that support student learning. For a positive tenure decision, the quality of the contributions in all areas—teaching, research/creative activity, and service—is of significance, and the record should reflect a commitment to both the goals of the academic unit and the mission of the University.

The tenure committee for each candidate shall consist of all tenured members of the Department of History. The chair of the Personnel Committee, or if the chair is ineligible to serve on a tenure committee, the full professor level representative, shall be chair of each candidate's tenure committee.

Tenure dossiers (i.e., files, portfolios) shall be requested by and delivered to the chair, who shall make all materials available to members of the committee. No less than a week after the

tenure dossiers are complete and have been made available to members of the committee, the chair shall call a meeting of the committee in order to review and discuss the candidate's application for tenure. The meeting shall be called at a time when all committee members are available to attend, unless they are out of town for at least two weeks, or too ill to attend. After a discussion of the candidate's qualifications, the committee may vote to recommend tenuring the candidate, or vote to recommend not tenuring the candidate. If the vote is to tenure or not tenure, the chair shall appoint a committee member to draft a letter of recommendation representing the majority position, and a committee member to draft the minority position, should one exist, which will be forwarded with the majority decision. A candidate for promotion or tenure or annual appointment may appeal a decision for tenure as outlined in the Faculty Handbook Sec 4.7 (2014 edition).

The departmental faculty recommendation will be forwarded to the department Head. The Head shall not be a participant in the voting or deliberations of the departmental committee prior to this forwarding. The head will make an independent evaluation and recommendation. (Faculty Handbook 2014, 4.8.3)

At each stage of evaluation—i.e., department committee, head, dean, provost—the candidate will be given a copy of the recommendation and the written rationale for the recommendation. At each subsequent stage, a copy of the recommendation and a probative rationale therefore will also be furnished to the departmental committee for its information and records.

Personnel decisions based on lifestyle, philosophical outlook, divergent beliefs, and collegiality are invalid if they cannot be documented as affecting quality or quantity of job performance.

All probationary faculty shall be reviewed annually by their department. Progress toward tenure, promotion, and annual appointment must be specified in writing to the candidate in the annual review. Tenure-track faculty must submit to the Personnel Committee a self-evaluation regarding their achievements each year by the date announced by the Personnel Committee (usually early spring semester).

Candidates also must meet the following departmental criteria, and place the specified materials in their tenure dossier in order to be considered for tenure.

Vita and Brief.

At the time of evaluation for promotion, tenure, or annual appointment, the candidate must submit to the departmental committee a current vita that qualifies them as well as all the documentation that has been maintained up to that time. The candidate must include a brief (i.e. personal statement) detailing how their qualifications meet each of the criteria necessary to become minimally eligible to be considered for tenure and/or promotion with their application materials

A. Teaching.

Teaching effectiveness should not be measured only by comparing a person to a numerical mean, but should be a thoughtful and holistic consideration. Furthermore, studies have shown the embedded biases and prejudices inherent in student evaluations, which negatively affect faculty of color and women disproportionately (e.g. Chávez, K., & Mitchell, K. 2020. "Exploring Bias in Student Evaluations: Gender, Race, and Ethnicity." *PS: Political Science & Politics* 53(2): 270-274. doi:10.1017/S1049096519001744). To this end, student evaluations should not be one of the primary forms of evidence used to illustrate or evaluate teaching effectiveness. Instead, emphasis should be placed on peer reviews of teaching/courses, course materials, other contributions to student success (e.g. active advising, recruitment, etc.).

Teaching in the first year of employment will not be weighed as heavily as in subsequent years.

Teaching Duties

Two important components to documenting teaching effectiveness are faculty input and student outcomes.

To demonstrate teaching effectiveness in terms of faculty input, faculty are expected to:

Obligatory

1. Meet classes regularly, unless excused for other history business (such as attending conventions), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident).
2. Be accessible to students by holding regular office hours, unless excused for other history business (such as attending conventions), personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident).
3. Issue clear assignments
4. Advise and mentor students as opportunities arise.
5. Promote analytical and critical thinking through such methods as discussion, and reading and writing assignments.
6. Listen to and respond to student questions, comments, and ideas.
7. Maintain an environment conducive to learning that fosters mutual respect among classroom participants.
8. Assign readings, exercises, projects, and exams at an appropriate level of difficulty to challenge students.
9. Offer upper-division courses in their fields.

Optional

10. Be innovative through new pedagogical methods, new course development, use of instructional technique or mode (such as television or the Internet).

Examples of faculty demonstrating teaching effectiveness in terms of student outcomes -include:

1. Students demonstrate communication skills

2. Students demonstrate critical and analytical skills
3. Students demonstrate historical awareness
4. Students demonstrate increase in historical knowledge

Candidates must submit a teaching dossier that includes:

- A Teaching Summary highlighting all classes taught at MSU, number of students enrolled and summary of course strengths and areas for improvement, if any.
- Teaching Philosophy Statement
- A typical syllabus for each course taught at MSU
- Examples of course materials
- Examples of exams,
- All student teaching evaluations, including the open-ended portions, for every section of every course taught at MSU.
- Chart of Grade Distributions (see below)
- A completed Matrix of faculty accomplishments in the dossier (Appendix. A: "Matrix"; modified accordingly).
- Any other supporting materials that the candidate considers important

Peer Evaluations

The Personnel Committee will choose a tenured faculty member to evaluate a course of each tenure-track faculty member at least once each year until tenure and/or promotion is reached, though Reviewees may alternatively request evaluations each semester. Evaluations shall include an assessment of pedagogy and course design, according to the following parameters:

1. Faculty Reviewees are expected to submit their preferences for course observations within a timely manner (e.g. within 2 weeks of an email from the Chair of Personnel Committee) and make reasonable efforts to provide Reviewers with relevant course materials, including syllabus, class schedule/list of assigned readings, and access to digital resources and, voluntarily, their Learning Management System (LMS), such as Blackboard. Reviewee may elect to provide access to the course LMS; doing so is strictly voluntary. As an alternative, reviewees who do not wish to share access to their LMS will be asked to share (via OneDrive or similar agreed upon platform) sample online modules, videos, documents, discussion threads, etc. from their online course for their reviewer.
2. Faculty requiring further developmental assistance will consult with their faculty mentor, Personnel Chair, and Department Head, whom together will create a list of university, professional learning opportunities and trainings, and communicate which one(s) the faculty member will be expected to make reasonable efforts to participate in and successfully complete within the next AY.
3. Reviewers will be selected as follows:
 - a. Eligible reviewers (i.e. tenured faculty) should identify if they are able to review asynchronous online courses.
 - b. Reviewers will be then randomly selected for all un-tenured faculty (i.e. reviewees) based on their ability to review synchronous vs asynchronous courses.

- c. Intentional modifications to these assignments will be made by Personnel Chair in order to make efforts to ensure that
- i. no (i.e. Reviewer) shall be chosen to evaluate a tenure-track faculty member (i.e. Reviewee) more than once; and/or
 - ii. to meet a reviewee's request; and/or
 - iii. to make efforts to ensure faculty with appropriate levels of expertise either in pedagogical training/knowledge or course-related content are called upon if reviewing upper division or graduate courses.

4. Courses reviewed can be any level undergraduate or graduate course. Ideally, the Reviewee will receive reviews on a diverse range of courses by the time they apply for tenure and/or promotion. The Personnel Committee, Reviewees, and Reviewers shall consult as to which course is to be reviewed, taking into consideration the areas of expertise of the Reviewer and the level/focus of the course being reviewed.

5. Reviewer expectations include:

- a. Making reasonable efforts to meet with Reviewee for a pre and post review discussion, the latter of which should occur before the semester in which the review took place is over.
- b. Attending one class session if reviewing an in-person or synchronous (e.g. zoom) course.
- c. Assessing the course holistically—including a review of the syllabus and/or course schedule, content-goals, pedagogical approaches, assigned readings, organization, course structure, etc.—and using any review forms and/or review guides approved by the Personnel Committee to write a narrative in which a holistic review of a course is provided. This narrative will be included in the reviewee's dossier for tenure and promotion."

Conference with Department Head. Faculty will meet with the department head each semester in order to discuss their teaching performance.

Exams. In classes of 42 students or less, exams and tests will include an open-ended writing component.

B. Research

Candidates must complete the Ph.D. or relevant terminal degree in order to be considered for tenure. Candidates must also demonstrate a commitment to scholarship in their field. Candidates' entire records will be considered and should be documented in their application for tenure.

The following items are examples of what can be used by candidates to demonstrate progress.

Candidates are not limited to the items listed. Nor does this list provide minimum requirements for tenure.

Examples of what can be considered in evaluating a faculty member's progress.

- Article in peer reviewed journal

- Book review
- Conference paper
- Digital Humanities or Public History Project (such as, the creation and maintenance of a website utilizing primary sources)
- Edited work
- Encyclopedia article
- Historical consulting
- History education article
- History/social studies textbook or chapter in a textbook
- Introduction to an edited or translated work
- Monograph
- Peer review of an article or book manuscript
- Writing an accreditation report
- Review article
- Short scholarly essay
- Translation
- Organizing a panel at an academic conference
- Publication/translation of primary sources
- Service as discussant/commentator at an academic conference
- Receipt of a grant

Minimum requirements:

1. While at MSU the delivery of one original paper at state, regional, national, or international conferences.
2. While at MSU the publication (or unequivocal acceptance for publication) of:
 - a) a peer reviewed monograph, or
 - b) three scholarly articles in peer reviewed journals (or equivalent), or
 - c) two scholarly articles in peer reviewed journals (or equivalent) and one additional scholarly publication (at least article-length). This can be an edited work or translation. A major accreditation report may also be counted as the additional scholarly publication. Original chapters in scholarly books that have been peer reviewed will be considered equivalent to scholarly articles.

C. Service.

Each full-time tenured and tenure-track faculty member is expected to participate actively in the shared governance structure of the University by serving on departmental, college, and university committees and by assuming an appropriate share of the requisite duties. Service activities also expand opportunities for learning and shape the learning environment.

The service requirements below emphasize minimum requirements for annual review. The policy recognizes that service commitments will not be identical each year. For instance, in one year, a faculty's service may exceed the minimum, and in others, the faculty will perform

satisfactory service and emphasize research activities. Note also the Faculty Handbook policy on service, which states that "over the course of five years, success in one or more of the four areas" of university citizenship, professional service, public service and professional consultation "is required to attain tenure and promotion from Assistant Professor to Associate Professor." Of these four areas, university citizenship-*ie.*, shared governance, "especially service on program, departmental, college and university committees and task forces"-*is* of paramount importance," and "any faculty member" must succeed in this area of service. "Sustained success in one or more of these areas is required for promotion to Full Professor."

Service will be assessed by the Personnel Committee on a yearly basis, with the evaluation year beginning July 1 and ending June 30. Credit for service events that occur after the Personnel Committee has allotted service credits for the evaluation period, but before the end of the academic year, will be allotted during the next academic year. Candidates must average 3.00 credits per year while serving at MSU. A candidate may choose to exclude his or her first year at MSU from these calculations. There is no limit to the number of service credits a faculty member may accumulate per year.

Faculty service at Missouri State University serves three purposes: to support the academic tradition of shared governance, to support the professional and organizational needs of the disciplines, and to bring the products of university work to the public for its benefit.

Each full-time faculty member is expected to:

- (1) participate actively in the shared governance structure of the University by serving on departmental, college, and university committees and by assuming an appropriate share of the requisite duties. Service activities also expand opportunities for learning and shape the learning environment.

Service activities may also include:

- (2) sponsoring an active student organization,
- (3) establishing opportunities for student experiences,
- (4) removing barriers to learning, and
- (5) obtaining funding and other resources for teaching and scholarship.

Additional service opportunities include:

- (6) participating in professional organizations and
- (7) in public bodies, which can bring prestige to the University and expand the professional competence of the individual.

Service also includes

- (8) providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs.

The following are examples of service that are worth **one** credit:

1. Serving on a college, Faculty Senate, or university committee. (1)

2. Chairing a departmental, college, Faculty Senate, or university committee. (1)
3. Serving on a search committee. (1)
4. Chairing a search committee. (1)
5. Serving as an adviser or co-adviser to a university student organization. (2)
6. Serving as audio-visual coordinator for a professional conference. (8)
7. Publishing a book review in a scholarly journal, a handbook entry, or an encyclopedia entry. Faculty may take credit for a book review, handbook entry, or encyclopedia entry when it is published or when it is accepted for publication by a journal, handbook, or encyclopedia, but not both. No book review, handbook entry, or encyclopedia entry will receive more than one credit. Faculty cannot claim book reviews for more than 1 service point/year unless they otherwise meet the minimum threshold. (8)
8. Reviewing an article for a scholarly journal. Faculty cannot claim article reviews for more than 1 service point/year unless they otherwise meet the minimum threshold (8)
9. Publishing a scholarly mini-article. (8)
10. Serving as an officer in a local community or professional organization. (6,7)
11. Serving as academic adviser for 26 to 50 students. (4)
12. Making three new and different presentations on history to community organizations. (7,8)
13. Serving as editor of the departmental newsletter or of a professional newsletter. (7,8)
14. Serving on a departmental committee (1)

The following are examples of service that are worth **two** credits:

1. Serving on Faculty Senate, College Council, Professional Education Committee, or Graduate Council. (1)
2. Serving as an active officer in a state, regional, or national professional organization. (6)
3. Serving as book review editor for a professional journal. (8)
4. Serving as academic adviser for a total of 51 to 75 students. (4)
5. Serving as Director of Graduate Studies for the Department of History. (1,4)
6. Reviewing a book manuscript for a scholarly press. Faculty will receive no more than two credits for reviewing a specific manuscript (even if it is revised and reassessed). (8)

The following are examples of service that are worth **three** credits:

1. Serving as academic adviser for more than 75 students. (4)
2. Serving as the Chairperson, the Chairperson-elect, or the Secretary of the Faculty Senate. (1)
3. Serving as managing editor of a scholarly journal. (6,8)
4. Serving as a coordinator, organizer, or host for a major national or international

conference of an academic society or organization (i.e. American Society for Ethnohistory, Middle Eastern Studies Association, International Society of the Americanists, etc.). (4, 5, 8)

Faculty may petition the Personnel Committee for extra credit for any of the above services if it was unusually onerous or particularly meritorious. The burden of proof is on the Faculty member making such a claim.

Faculty may request an assessment of the probable credit that proposed service not listed above would receive at any time during the academic year. Unless there is evidence that the faculty member did not fulfill the proposed service, or that the earlier assessment grossly overestimated or grossly underestimated the value of the service, the Personnel Committee's year-end evaluation should be the same as its earlier assessment.

All service must be carried out faithfully in order to receive full credit.

Candidates should include in their dossier a section on Service in which the following components are included:

- Service Summary
- Chart of Service Points, broken down by Department, College, University, Community, and Field as appropriate.
- Evidence of Service activity

D. Departmental Duties

Unless excused for other history business {such as attending conventions}, personal or family reasons (such as illness), or for reasons beyond the control of the faculty member (such as an accident), candidates are expected to have:

1. Attended departmental meetings regularly.
2. Attended committee meetings regularly and participated actively in committee duties.
3. Kept their office hours regularly.
4. Attended to their advising responsibilities faithfully.
5. Carried out all appropriate departmental, college, and university assignments faithfully.

E. Other Materials

Candidates are expected to make available, as part of their dossier, all past Department Personnel, Department Head, and College Dean annual reviews. Candidates may submit any other materials that they consider important to their tenure dossier.

F. Third-Year Review.

Tenure-track faculty will submit all materials required by the department to apply for tenure during their third year at MSU. The Personnel Committee and department head will evaluate these materials by the procedures set out in this tenure policy. The dossier will be open to all tenured department members, and they will be asked to write letters on whether the candidate is on track for tenure. The Personnel Committee will present the results to the tenure track member. The committee and the department head will advise the candidate on what, specifically, is expected to secure department approval for tenure.

G. Granting of Tenure.

The provisions stated in this document represent the conditions that ranked faculty must meet in order to be minimally eligible for consideration for tenure. Compliance with these departmental criteria does not, in and of itself, assure the candidate of tenure. Tenure can only be recommended by a vote of the tenured members of the department. The decision to grant tenure is inherently and inescapably judgmental, and is a deliberate action indicating the person has been selected as a member of the permanent faculty because of demonstrated high-quality performance and merit. Recommendations for tenure must then be acted upon favorably by the University Administration and the Board of Governors.

Candidates for tenure must also meet the minimum eligibility requirements of the university as stated in the most current edition of the Faculty Handbook.

H. Amendments

This policy will be reviewed annually by the Personnel Committee and may be amended by a majority vote of the tenured and tenure-track members of the Department of History. Faculty will have the choice of being evaluated according to either the tenure and promotion policies in effect at the time that they begin their employment at MSU or those in effect during their employment in their current position for which they are seeking tenure and/or promotion.

APPENDIX A: “Matrix”:
Department of History Tenure & Promotion Accomplishments Summary

Department Criteria for Teaching*		
<i>Performance Criteria</i>	<i>Accomplishments</i>	<i>Documentation</i>
Faculty Contributions		
Obligatory		
Meet classes regularly		
Be accessible to students		
Issue clear assignments		
Advise and mentor students		
Promote analytical and critical thinking		
Listen and respond to student questions, comments, and ideas		
Maintain an environment conducive to learning		
Assign readings, exercises, projects and exams at appropriate level of difficulty		
Be effective professor		
Offer upper-division courses in the field		
Optional		
Be innovative through pedagogical methods, new course development, use of instructional technique or mode		
Student learning		
Demonstrate communication skills		
Demonstrate critical and analytical skills		
Demonstrate historical awareness		
Demonstrate progress in historical knowledge		
Miscellaneous		
Peer evaluations		
Grade distributions		

Exams		
Annual conference with Head		
Additions to teaching		

*See “Promotion and Tenure Policies” for required documentation

Department Criteria for Research **		
<i>Performance Criteria</i>	<i>Accomplishments</i>	<i>Documentation</i>
Delivery of one original paper at conference		
Publication of a monograph OR		
Three scholarly articles in peer reviewed journals OR		
Two scholarly articles in peer reviewed journals and one additional article-length scholarly publication*		
Additions to research		

**See “Promotion and Tenure Policies” for specific examples of research possibilities

Department Criteria for Service***		
<i>Performance Criteria</i>	<i>Accomplishments</i>	<i>Documentation</i>
Shared governance		
Department committees		
College committees		
University committees		
Service to Community/Public Affairs Contributions		
Service to Field or Profession		
Faithfully perform committee service and assignments***		
Faithfully perform departmental duties: department meetings, etc.***		
Miscellaneous service		
Three service points/yr excluding first year***	NA	Total points:

***See “Promotion and Tenure Policies” for specific examples of service possibilities