

Historical Studies Program Guidelines for Tenure and Promotion

Note regarding COVID-19 pandemic temporary program standard changes: Faculty members going through the personnel process at any stage starting in September 2020 will likely have been negatively impacted by the global COVID-19 pandemic. The pandemic resulted in:

- Cancelled conferences, research grants, residential fellowships, and other funds.
- Libraries, museums, and archives have been closed or open with limited hours and access further inhibiting research.
- Delays in review and publication of scholarly and creative work.
- A quick change to remote teaching in Spring 2020, potentially resulting in problems with teaching/learning, student perception due to circumstances not under the control of the teacher.
- A change to different teaching modalities for Fall 2020, including most faculty having to move to hybrid or online teaching due to limited availability of large classroom spaces and family and health constraints.
- Significant caregiver challenges.

In response to such challenges, the American Historical Association joined with 40 other academic associations in making “recommendations for temporary adjustments in faculty review and reappointment procedures in response to the sudden transformation of the teaching and research landscape.” Like the AHA, we support “calls for limiting the use of student evaluations in the review process of faculty and for adjusting expectations for scholarly productivity during a time when access to libraries, archives, and other scholarly resources is difficult if not impossible.”¹

Furthermore, we note that although some COVID-related challenges affected all faculty members, there is evidence that they have affected women and faculty of color disproportionately.² Faculty members of color are also more likely to have been impacted by the illnesses or deaths during the pandemic, due to its disproportionate impact on communities of color. Faculty with caregiver responsibilities have been especially impacted, particularly women with younger children who have experienced childcare and remote schooling challenges.

In line with Stockton’s Memorandum of Agreement (MOA) on the Evaluation of Faculty and Librarians in the Time of Covid-19 (Sept. 3, 2020) and revised Faculty Evaluation Policy II-10.5 (July 19, 2023), Historical Studies proposes revised Program Standards through at least 2025 to ameliorate the negative, and uneven, impacts of the pandemic.³

Preamble

The Historical Studies faculty support the evaluation standards of both the University and School of Arts and Humanities and intends for this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the Program. Candidates for reappointment, reappointment with tenure, and promotion must refer to standards at all levels—the University, the School of Arts and Humanities, and the Historical Studies Program—in preparing their materials for consideration.

¹ American Historical Association (AHA), “[AHA Statement Regarding Historians and COVID- 19](#),” April 2020.

² Brooke Person Gabster, et. al., “[Challenges for the Female Academic During the COVID-19 Pandemic](#),” *Lancet*, 395, 102420 (June, 2020), Fernanda Staniscuaski, et. al., “[Gender, Race, and Parenthood Impact Academic Productivity during the COVID-19 Pandemic: From Survey to Action](#),” *bioRxiv*, August 2020; Ruomeng Cui, et. al., “[Gender Inequality in Research Productivity During the COVID-19 Pandemic](#),” June *arXiv*, July 2020.

³ SFT, “[Evaluation of Faculty and Librarians in the Time of COVID-19](#),” Memorandum of Agreement, Sept. 3, 2020.

Teaching

6.1 The criteria for teaching appear in 6.1 of University Policy II-10.5. The Historical Studies Program recognizes these criteria as outlined in 6.1.1 through 6.1.3.⁴

Scholarly and Creative Activity

6.2 The criteria for scholarly and creative activity appear in 6.2 of University Policy II-10.5. The Historical Studies Program recognizes these criteria as outlined in 6.2.1 through 6.2.4. The following Program standards also apply.

University and Community Service

6.3 The criteria for University and Community Service appear in 6.3 of University Policy II-10.5. The Historical Studies Program recognizes these criteria as outlined in 6.3.1 through 6.3.5.⁵ The following Program standards also apply.

6.3.5 Documentation of the impact and effectiveness of service might include items such as letters detailing individual contributions from selected committee chairs or persons in leadership positions of organizations.

Expectations for Rank and Tenure

10.0 The criteria for expectations for rank and tenure appear in 10.0 of University Policy II-10.5. The Historical Studies Program recognizes these criteria as outlined in 10.1 through 10.7.3.⁶ This includes:

10.1 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position III; 10.1.1 through 10.1.3);

10.2 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position II and I; 10.2.1 through 10.2.3);

10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I; 10.3.1 through 10.3.3); and

10.4 Tenure-eligible Instructors (10.4.1 through 10.4.1.2.3).

Tenure in the Historical Studies Program should be based on the expectations outlined in the University and School Standards, which include but are not limited to:

10.6 Promotion to Associate Professor in History should be based on the expectations outlined in the University Standards, which include but are not limited to:

- Demonstration of excellence or continued improvement toward excellence in teaching. The Historical Studies Program further recognizes as a component of teaching the ability to lead, promote, and/or participate in successful credit-bearing experiences in international education and engagement, meaning the application of principles, theories, and ideas to the larger world beyond the classroom and scholarly communities. Toward that end, candidates going up for tenure or promotion who have led opportunities including, but not restricted to, education abroad, study tours, performances, and workshops in the United States and globally, may include their efforts as a component of their file.
- Involvement in Program, University-wide, or professional service activities, and;

⁴ Stockton University Policy II-10.5: "[Faculty Evaluation Policy](#)," July 19, 2023: 6-7.

⁵ "[Faculty Evaluation Policy](#):" 10-11.

⁶ "[Faculty Evaluation Policy](#):" 14-16.

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- A record of active and ongoing scholarship. Appropriate accomplishments might include a book contract with a recognized press in one's field or the equivalent in scholarly activity, such as scholarly articles accepted for publication in peer-review journals, scholarly periodicals, or edited volumes, book reviews, and presentations at conferences. It might also incorporate community engagement and public history projects including but not limited to grant writing and the creation and production of multi-disciplinary and/or digital media projects, such as plays, websites, exhibits, or games. Evidence of scholarly productivity is cumulative and may include publications and projects completed prior to appointment at Stockton.

10.7 Promotion to Professor in History should be based on the expectations outlined in the University Standards, which include but are not limited to:

- Leadership in teaching innovation.
- Leadership in Program, University-wide, or professional service activities, and;
- A record of active and ongoing scholarship that indicates excellence in historical scholarship and recognition at the regional, national, international, or scholarly level. This might include publication of a book and/or a book in press with recognized publishers in one's field or the equivalent in scholarly activity, such as the publication of scholarly articles in peer-reviewed journals, scholarly periodicals, or edited volumes, professional presentations, or book reviews. It might also include community engagement and public history projects including but not limited to grant writing, or the creation and production of multi-disciplinary and/or digital media projects, such as plays, websites, exhibits, or games. Citations in scholarly journals or media also indicate recognition of such work.
- Evidence of scholarly productivity is based on publications and projects completed since the last faculty promotion or range adjustment at Stockton.

Further elaboration about Program expectations for both tenure and promotion to Associate Professor and for promotion to Full Professor appear in the table below. This is not intended to be an exhaustive list of possibilities, but rather to provide some concrete roads toward tenure and promotion that give an approximation of how many of each type of works might be expected for a faculty member going up for tenure, associate professor, and full professor.

| | TENURE/ASSOCIATE PROFESSOR | PROFESSOR |
|-------------------------------------|--|---|
| TEACHING | A demonstrated record of continuous improvement in teaching both HIST and non-HIST courses that suggests progress towards excellence in teaching commensurate with University and School standards as set forth in Policy II-10.5: 6.1. This might include study tours, workshops, student performances, and exhibits. | A consistent record of excellence in teaching both HIST and non-HIST courses commensurate with University and School standards as set forth in Policy II-10.5:10.7.1. This includes leadership in teaching innovation through the creative use of pedagogy, scholarship on teaching, or public engagement beyond the classroom. |
| SCHOLARLY/ CREATIVE ACTIVITY | OPTION #1 | OPTION #1 |
| | <p>Publication of a book with a recognized press in one’s field.</p> <p>AND:</p> <p>1 presentation at an international, national, or regional conference.</p> | <p>Publication of a book with a recognized press in one’s field.</p> <p>AND:</p> <p>1 presentation at an international, national, or regional conference.</p> |
| | OPTION #2 | OPTION #2 |
| | <p>A book contract and substantive progress toward an extended scholarly work.</p> <p>AND (1 of the following):</p> <ul style="list-style-type: none"> • A scholarly article accepted for publication in peer-review journals, scholarly journals, or edited volumes. • A combination of 2 non-peer-reviewed published works (i.e. article for a popular magazine; substantive, scholarly book review; paper in selective, conference proceedings, encyclopedia entries, or creative work). • Receipt of a fundable external grant. • Leadership in a public history project (i.e. exhibit, performance, digital project, game, website). <p>AND:</p> <p>1 presentation at an international, national, or regional conference.</p> | <p>A book contract and substantive progress toward an extended scholarly work.</p> <p>AND (1 of the following):</p> <ul style="list-style-type: none"> • A scholarly article accepted for publication in peer-review journals, scholarly journals, or edited volumes. • Publication of a book worked on previously (but not completed) for tenure and initial promotion. The book should be published with a recognized press in one’s field. • A combination of 2 non-peer-reviewed published works (i.e. article for a popular magazine; substantive, scholarly book review; paper in selective, conference proceedings, encyclopedia entries, or creative work). • Receipt of a fundable external grant. • Leadership in a public history project (i.e. exhibit, performance, digital project, game, website). <p>AND:</p> <p>1 presentation at an international, national, or regional conference.</p> |

| | OPTION #3 | OPTION #3 |
|----------------|---|---|
| | <p>3 peer-reviewed articles accepted for publication in scholarly journals or edited volumes.</p> <p>2 of the following may be substituted for up to 2 of the articles above:</p> <ul style="list-style-type: none"> • A scholarly article accepted for publication in peer-review journals, scholarly journals, or edited volumes. • A combination of 2 non-peer-reviewed published works (i.e. article for a popular magazine; substantive, scholarly book review; paper in selective, conference proceedings, encyclopedia entries, or creative work). • Receipt of a fundable external grant. • Leadership in a public history project (i.e. exhibit, performance, digital project, game, website). | <p>3 peer-reviewed articles accepted for publication in scholarly journals or edited volumes.</p> <p>2 of the following may be substituted for up to 2 of the articles above:</p> <ul style="list-style-type: none"> • A scholarly article accepted for publication in peer-review journals, scholarly journals, or edited volumes. • A combination of 2 non-peer-reviewed published works (i.e. article for a popular magazine; substantive, scholarly book review; paper in selective, conference proceedings, encyclopedia entries, or creative work). • Receipt of a fundable external grant. • Leadership in a public history project (i.e. exhibit, performance, digital project, game, website). |
| SERVICE | <p>Regular, substantive contributions to the Program via attendance/participation at meetings and program events. Evidence of effective membership on-University committees, including committees and Task Forces of the Faculty Senate or Assembly, as well as ad hoc committees.</p> <p>Membership on an average of 1 working group, subcommittee, and/or search committee per year is expected in years 3 to 5.</p> | <p>Ongoing activities, as described in University standards for Professor.</p> |