



HISTORY DEPARTMENT
Disciplinary Guidelines for Tenure and Promotion
December 2017

Assess the Nature of the Discipline(s) in your Department in the realm of teaching

Questions to Consider and Answer:

1. What elements of your department's discipline are classified as auxiliary teaching activities?

Commented [JH1]:

Traditionally, the Department of History has identified the holding of regularly scheduled office hours, any type of mentoring--formal or informal--of students, the holding of review sessions, the tutoring of individual students, and the serving as an advisor for students engaged in research projects as auxiliary teaching activities. Department Peer Evaluation Committee reports invariably classify and emphasize these activities as auxiliary teaching activities

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany "imparting general knowledge?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "imparting specific knowledge?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "developing skills?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "motivating students?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "setting requirements and evaluating performance?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "success with effective teaching practices?" **No additions.**



Assess the Nature of the Discipline in your department in the realm of *research and scholarship*

Questions to consider and answer:

1. What elements of your department's discipline are critical to scholarship and may be unfamiliar to faculty in other disciplines.

It is important to note that while peer-reviewed publications are invariably assigned a greater value than non-peer reviewed works, non-peer reviewed work is, and has been, acknowledged as a form of historical scholarship contributing to the dissemination of historical knowledge and understanding.

2. What does peer review mean in your discipline? Describe any circumstances where peer review is not necessary for work product to be considered scholarship.

In history, peer reviewed scholarship refers primarily to original research that is subsequently published only after acknowledged experts in the field have reviewed, evaluated, commented upon, and recommended the research in question for publication. Examples of peer reviewed scholarship in history include monographs intended primarily for an academic audience, biographies intended for an academic or general audience, book chapters, articles in scholarly journals, and textbooks. Traditionally, the Department of History has considered non-peer reviewed entries and essays published in discipline-specific reference works (like encyclopedias), reviews of scholarly works, and conference presentations as scholarship. Finally, the Department of History also has considered works of historical fiction, based on one's expertise and research, as an example of acceptable scholarship.

3. What does and does not qualify as meaningful creative work in your discipline?

Peer reviewed books (monographs, biographies, and textbooks) and peer reviewed articles published in scholarly journals rank among the most meaningful examples of creative work in history, although as noted in the response to question #2, the Department of History has traditionally considered non-peer reviewed publications and conference papers as important examples of scholarship.



4. Does “paid” work count as scholarship? Explain?

Paid work can certainly count as scholarship so long as that “paid work” involves a faculty member’s scholarly expertise and original research based on primary and secondary sources. For example, certain publishers pay experts to produce entries or essays for academic reference works. Based on the authors’ expertise and personal research, those entries would count as scholarship. Paid consulting work based on an individual’s expertise and original research is also considered scholarship.

5. How do 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship in your department’s discipline?

Both peer reviewed and non-peer reviewed work appearing in on-line journals, discipline-specific websites, and on-line reference works have been acknowledged as scholarship by the Department of History in evaluation processes.

6. How does your department’s discipline assess issues of quality of scholarship?

Traditionally, peer reviewed historical scholarship has been assessed as being of a higher quality and more meaningful than non-peer reviewed work. Moreover, peer reviewed books have traditionally been viewed as being more meaningful than peer reviewed—at least in most instances—peer reviewed articles published in scholarly journals. Accordingly in the evaluation process for tenure or promotion, both PEC and Chair reports have emphasized the significance of peer reviewed work while acknowledging non-peer reviewed work as scholarship.

7. How does your department’s discipline assess issues of quantity of scholarship?

While it is somewhat typical for equivalencies between the number of published peer reviewed books and the number of published peer reviewed articles to be established—three or four peer reviewed articles equal one peer reviewed book, for example—the Department of History has never done so. Instead, in the evaluation process for tenure or promotion, the department evaluation reports have typically discussed a faculty member’s entire body of scholarship, both peer reviewed and non-peer reviewed.



Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany “Dissemination of Scholarship?”

Non-peer reviewed entries and essays based on a faculty member’s expertise and original research published in academic reference works, as noted in the response to question #2, have traditionally been identified as scholarship in the Department of History’s evaluation processes.

- What discipline specific note, addition, or deletion should accompany “Creative Activities?” *No additions.*
- What discipline specific note, addition, or deletion should accompany “Editing?”

“Editor, book of readings [published by a professional organization or nationally recognized publishing house]” should indicate that readings can include both primary and secondary source material. One could be the editor of a collection of secondary excerpts or of a collection of primary source readings.

- What discipline specific note, addition, or deletion should accompany “Grants and Contracts?” *No additions.*
- What discipline specific note, addition, or deletion should accompany “Classroom based research projects—scholarship of teaching and learning?” *No additions.*
- What discipline specific note, addition, or deletion should accompany “Scholarship related to service or the use of professional expertise, Scholarship of Engagement or Application?”

Community presentations (separate from “community education projects) allow faculty to share their expertise with a general audience and consulting work (separate from “commissioned research reports”) based upon a faculty member’s expertise and original research.

- What discipline specific note, addition, or deletion should accompany “Other?”

Traditionally, the Department of History has identified “supervision of graduate or undergraduate theses or extensive projects that involve research or artistic



efforts” as an auxiliary teaching activity while identifying “membership in professional societies” as service to the profession. That this has been the case in the department’s evaluation process should be noted.

**Assess the Nature of the Discipline in the American Indian Studies
Department in the realm of service**

Questions to consider and answer:

1. Within your department and discipline, what is the need, value, and expectation of department service?

Every member of the History faculty is expected to perform departmental service of some type, and this expectation is communicated to every candidate the department interviews for a faculty position. Traditionally, the department has assigned the highest value to membership on peer evaluation committees for faculty seeking tenure or promotion, to membership on department search committees, and to representing the department at various functions, including UNCP’s Open Houses and Orientation Sessions for incoming freshmen and transfer students

Commented [JH2]: Again: are these to be articulated in our statement, or generally considered?

2. Within your department and discipline, what is the need, value, and expectation of university service?

Every member of the History faculty is expected to perform university service of some type, and this expectation is communicated to every candidate the department interviews for a faculty position. Traditionally, the department has assigned high value to membership on university-wide search committees, to membership on governing bodies, the Faculty Senate for example, to membership on standing and ad hoc university committees and subcommittees, and to participation in important university functions including assisting with the registration of incoming freshmen, transfer students, and incoming graduate students.

3. Within your department and discipline, what is the importance of service to profession?

The Department of History expects faculty members to render some form of service to the profession, traditionally defining service to the profession rather



broadly to include a wide range of things from membership in appropriate discipline-specific professional societies and organizations to holding office in an appropriate discipline-specific professional society or organization to membership on a committee or subcommittee of an appropriate discipline-specific professional society or organization.

4. Within your department and discipline, what is the importance of service to community?

Although the Department of History has—and continues to—value community service, the department traditionally has not valued it to the extent that it has valued department, university, or professional service except in certain cases. In the future, however, the department would be well served to place a greater value on service to the community, especially service that revolves around the sharing of expertise.

5. How does your Department's discipline assess issues of quality of service?

As noted in the responses to questions 1 through 4, the department places the highest value on specific types of department, university, professional, and community service. Consequently, PEC and Chair reports for those History faculty seeking tenure and/or promotion invariably emphasize those specific types of service, like membership on department PEC committees, membership on department search committees, membership on university search committees, membership on the Faculty Senate and its subcommittees, the holding of offices in discipline-specific professional societies, presentations to community groups or local schools, etc.

6. How does your Department's discipline assess issues of quantity of service?

While the Department of History emphasizes quality of service over quantity of service, the quantity of service performed by History faculty seeking tenure or promotion is certainly considered in the evaluation process. Consequently, the amount of service performed is, and has been factored into the evaluation decisions.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany department service? **No additions.**



- What discipline specific note, addition, or deletion should accompany university service? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany service to profession?

[It might be valuable to emphasize that “membership in professional societies” can also count as “scholarship,” as indicated in the UNCP Faculty Handbook for 2017-2018.](#)

- What discipline specific note, addition, or deletion should accompany service to the community? [No additions.](#)