



College/ Independent Unit	The College of Liberal Arts and Sciences
Academic Unit/ Department, if any**	School of Historical, Philosophical and Religious Studies
Choose document type (bylaws or criteria Document?): Choose an item. Criteria	
If bylaws, does it include criteria for promotion/continuing status/tenure? Choose an item.	
If yes, please concisely list the ranks included in the criteria (examples: tenure-faculty, career-track faculty, continuing-track academic professionals, fixed-term academic professionals, etc.): History Tenure and Tenure-track Faculty	

Unit and college approval

Date of approval by the faculty and/or academic professionals	February 24, 2025
Date of review/consent by the dean (or lead of independent unit)*	February 25, 2025

Provost office approval

	Patricia Friedrich	3/20/2025
Signature	Name	Date

*Per ACD111-02, all colleges and academic units must have bylaws, approved by a majority of the unit faculty. With the consent of all college deans to which a unit reports, the faculty of the unit may choose to utilize the college's bylaws as their unit bylaws.

**Academic units are usually departments and schools, not research centers or programs. Academic units, in this context, have criteria for promotion which were approved by its faculty and/or academic professionals.

Promotion and Tenure Standards

The History faculty is committed to maintaining and enhancing its distinction in scholarship, teaching, and service. The faculty recognizes that scholarship and teaching are closely intertwined, and considers excellence in these areas to be in accord with a faculty member's service to the School, the University, the profession, and the community. The faculty expects each of its members to be productive in the areas of scholarship, teaching, and service, albeit perhaps more so in one of these areas than in another at different times. The faculty expects candidates for promotion to demonstrate excellence in scholarship, teaching, and service commensurate with their rank and time in grade. We value research, teaching, and service that advance the ASU charter as part of the promotion process.

Promotion decisions for Teaching Professors and Clinical Professors in History (Section 2.A.3) are made according to the School's "Guidelines for Advancing Instructional Faculty" and the Vice Provost for Academic Personnel's "Guidance for Instructional Faculty Appointments." The guidelines for promotion to Senior Lecturer and Principal Lecturer now apply to Teaching Associate Professor and Teaching (Full) Professor respectively. Promotion to Clinical Associate Professor and Clinical (Full) Professor are covered by the guidelines.

Decisions on tenure and promotion for tenured and tenure-eligible faculty members in History (Section 2.A.2) are made according to the following criteria. Candidates for promotion and/or tenure should also consult the Academic Affairs Manual (ACD) guidelines on tenure (ACD 506-04) and promotion (ACD 506-05).

A. Promotion to Associate Professor (with Tenure)

Each candidate for promotion to Associate Professor with tenure shall be judged in three categories: Research, Teaching, and Service. To be recommended for tenure, the candidate shall present an overall record of excellence in research and teaching and provide evidence of satisfactory achievement in service.

1. Research

Historical scholarship encompasses diverse forms and trajectories, including publication in print and/or electronic form; digital, oral history, and/or archival projects; and curatorial, creative, and/or public engagement. It can be authored individually or collaboratively, and frequently integrates research, teaching, and service. The History faculty follows the American Historical Association's (AHA) guidance in defining and assessing historical scholarship in its many forms, and candidates are encouraged to refer to the most recent AHA recommendations to contextualize the rigor and quality of their scholarship. Peer and professional review are important standards for evaluating scholarly work. Some formats of scholarly production may preclude traditional peer review; in these cases, post-hoc external review can be used to assess

the quality and rigor of a scholarly project. We note that in all cases, the promotion process provides extensive peer review by members of the ASU History faculty and external reviewers that assess the quality and impact of the historical scholarship submitted by the candidate.

Promotion to this rank requires that the candidate furnish a body of work judged meritorious by the History Faculty and historians outside the university. Both quantity and quality are evaluated in the review process. The principal criterion for promotion to Associate Professor (with tenure) is a demonstrated ability to do original, independent research of high quality, resulting in appropriate historical scholarship. This shall usually take the form of one scholarly, book-length monograph, defined as original scholarship based on primary sources that makes a significant contribution to the field that is published or board-approved and in production. In addition, the candidate must complete two refereed journal articles or book chapters that are published or in production; the candidate may also put forward an alternative body of historical scholarship in place of one article or book chapter. The candidate should articulate how the alternative body of historical scholarship is comparable in quality and rigor to a refereed journal article or book chapter, and is encouraged to seek post-hoc review.

If a candidate works in a field where alternatives to books are accepted and encouraged, they may substitute a body of scholarship that is comparable in rigor and impact to a scholarly manuscript and two articles or book chapters. It is expected that the candidate will have several single-authored works that have undergone scholarly peer review, and it is highly recommended that they pursue post-hoc review for scholarship that was not peer reviewed prior to publication where applicable and feasible. Candidates pursuing this alternative approach are strongly advised to meet with unit leadership several years before applying for promotion to discuss their research strategy to ensure it will satisfy these requirements.

Candidates must also provide an overview of a continuing research agenda, including evidence of progress made to date. Examples of progress can include, but are not limited to, a publication, a conference paper, or a grant proposal on a topic distinct from the monograph.

“In production” indicates the completion of all work on the manuscript by the author, including all revisions, with the exception of editing associated with production (such as copyediting, page proofs, and indexing). College and University review committees strongly favor page proofs as evidence of completion. If page proofs are not yet available, candidates should provide a letter of final acceptance from the journal or press.

Electronically published peer-reviewed journal articles, monographs, and long-form scholarship are considered viable and credible modes of scholarly publication. For the purposes of tenure and promotion, scholarly publications whether in electronic or print format should be evaluated according to the same criteria as long as comparable forms of peer review were involved.

The history faculty also values collaborative work. In relation to the criteria above, all historical scholarship that is collaborative is counted toward tenure and promotion. Candidates should describe the character of the collaboration, including their role and the role of their peers. While

collaboration and co-authorship are valued, the candidate should demonstrate a clear program of research and most of the candidate's scholarship or creative activity should be single-authored. It is incumbent upon the candidate to explain their individual role and contribution to any co-authored publication.

Grants are not expected or required for Promotion and Tenure, but they are highly valued because they demonstrate the significance and impact of the candidate's research, educational, or service activities through peer review and enable the production and dissemination of scholarship.

While work published as a postdoctoral scholar does not count towards tenure, recent work completed during faculty appointments at other institutions should count. However, in general, greater weight is granted to work done at ASU, and candidates are expected to demonstrate the continuation and extension of their research profile during their time at ASU.

2. Teaching

The candidate for tenure and promotion to associate professor must demonstrate excellence and the promise of continued excellence in the area of teaching. Evidence must be provided through multiple indicators.

Required indicators:

- a) a record of teaching and developing courses appropriate to program needs, ideally evidenced by a range of courses at different levels (lower division, upper division, and/or graduate) or modalities (on-ground, online, and/or hybrid);
- b) at least two peer or supervisory reviews of teaching (and teaching materials) with details about the candidate's strengths as a teacher of undergraduate and/or graduate students;
- c) a record of effective mentoring of undergraduate and/or graduate students. In History, assistant professors can mentor students in a variety of ways (e.g., serving on dissertation/thesis committees, supervising master's students, serving on undergraduate honors committees, directing applied projects or independent studies). Assistant professors in History typically are not asked to chair dissertation committees unless in the role of co-chair, and are not required to serve on dissertation committees.
- d) an overall pattern of scores on the summary of student evaluations that indicates effective teaching, taking into account the context and circumstances in which the teaching occurs (e.g., new course preps, new modality for the course, a substantially revised syllabus, etc.). Scores will be evaluated relative to comparative data within the unit. The History faculty considers these data to be one form of evidence which is required by ABOR. These data should be considered

in relation to other evidence of teaching effectiveness that the candidate may provide, as described in points a, b, c above.

Optional indicators:

Excellence in teaching may also be evidenced by any of the following indicators: a) teaching or mentoring awards; b) scholarship with a focus on pedagogy; c) evidence of student success related to the candidate's teaching or mentoring (e.g., through successful mentoring of graduate students who complete their degrees, supervising honors theses, participation on thesis committees, independent study supervision, or other types of regular interaction); d) new courses, seminars, and/or workshops developed and offered according to program needs; e) existing courses redesigned; f) papers co-authored with students; g) projects completed with student collaborators; h) workshops offered on pedagogy, assessment or curriculum development; i) grant-funded inquiry about pedagogical practice.

3. Service

Professional service, based on one's academic expertise, is that which is provided to the profession; to the university, college, or academic unit; or to the local, state, national, or international community. All faculty members are expected to engage in service activities, but only a modest amount of institutional service is expected during the probationary period for tenure-eligible faculty.

Service to the university for untenured assistant professors is required but is normally limited to serving on committees within the school. Other university service commitments, including inter- and multi-disciplinary service assignments (e.g., in other academic units or programs) are valued but not expected or required.

Service to the profession is recognized but not expected or required and should be commensurate with junior standing. Examples of such service include participation as a journal manuscript reviewer, a conference proposal reviewer, an organizer of a colloquium/ session/ conference, or serving on a committee for a professional organization.

Service to the local, state, national, or international community is recognized but not expected or required and should be commensurate with junior standing. Examples of such service include collaborating with historical organizations, K12 educational institutions, and/or local, state, or federal historical or educational agencies.

B. Promotion to Professor

Each candidate for promotion to Professor shall be judged in three categories: Research, Teaching, and Service. To be recommended for promotion, the candidate shall present an

overall record of excellence in research and teaching and provide evidence of significant professional service.

1. Research

A candidate for Professor shall demonstrate national or international recognition for scholarship in their field. The History faculty supports multiple pathways by which candidates can make original and valuable contributions to the historical profession and broader community. One pathway is a traditional approach based on academic monographs and journal articles. We also recognize the importance of public-facing scholarship, digital projects, community-engaged research, oral history, curatorial works, and creative projects. As forms and venues of historical scholarship evolve, we support and encourage candidates who use these opportunities to obtain national or international recognition. It is incumbent upon the candidate to demonstrate how the research activities they have undertaken satisfy these criteria, and in cases where work has not undergone peer review, it is recommended that candidates pursue post-hoc review and draw on AHA guidelines to demonstrate the rigor and quality of their contributions. We note that in all cases, the promotion process involves extensive peer review by members of the ASU History faculty and external reviewers that assess the quality and impact of the historical scholarship submitted by the candidate.

Pathway 1: A scholarly monograph and three peer-reviewed journal articles or book chapters. A scholarly monograph is defined as a book-length project based on primary sources that advances an original argument and is published with a reputable press. Monographs published with trade presses are accepted for promotion to Professor even if they do not undergo peer review as long as they are based on primary sources and are otherwise judged by the history faculty to be comparable to books published by an academic press. In such cases, candidates are encouraged to seek post-production review.

Pathway 2: Eight peer-reviewed journal articles or book chapters, most of which appear in well-regarded journals or edited books published by well-regarded presses.

Pathway 3: A scholarly monograph and a body of historical scholarship that is equivalent in scope, rigor, and impact to three peer-reviewed journal articles or book chapters.

Pathway 4: A body of historical scholarship that is equivalent in scope, rigor, and impact to a scholarly monograph as well as three peer-reviewed journal articles or book chapters.

In all pathways, it is expected that the candidate will have at least several works that have undergone scholarly peer review, and it is recommended that they pursue post-hoc review for scholarship that was not peer reviewed prior to publication where applicable and feasible. The same standards for works being in production and for collaborative work as defined in 6.A.1 apply to promotion to Professor.

Grants are not expected or required for Promotion to Full Professor, but they are highly valued because they demonstrate the significance and impact of the candidate's research, educational, or service activities through peer review and enable the production and dissemination of scholarship.

In addition to producing a quantity of scholarship defined by one of the pathways, candidates are also expected to demonstrate national or international standing. Examples of national or international standing can include, but are not limited to:

- Publications with prestigious presses and in top-tier journals
- Invitations to give plenary talks, keynote addresses, or public readings of creative work
- Receipt of nationally-competitive grants
- Prizes for published scholarship
- Invitations to lead initiatives, professional development opportunities, or workshops for professional organizations
- Editing a journal or book series
- Contributing to public initiatives associated with a candidate's research
- Invitations to review manuscripts for top presses or journals
- Requests to assess tenure candidates at other institutions
- Measures of impact of scholarly work, including citation counts and book sale numbers (though such numbers may not accurately reflect a work's impact for historical scholarship since citations in books are often not reflected in citation indexes)
- Participating in colloquia/symposia at national/ international conferences

The candidate shall also present a clear research agenda for the next five years, providing evidence of progress to date.

Scholarship published after receipt of tenure and prior to employment at ASU counts toward meeting these criteria. If a candidate is submitting work completed before coming to ASU, they are expected to demonstrate the continuation and extension of their research profile during their time at ASU.

2. Teaching

The candidate for promotion to full professor is expected to have demonstrated excellence and the promise of continued excellence in teaching. In addition to meeting the minimum criteria, the candidate is expected to have demonstrated excellence at a level or to a degree greater than what was expected for the previous promotion (e.g., by participating in curriculum development, delivering curriculum in innovative ways, increased mentoring of students). Evidence must be provided through multiple indicators.

Required Indicators:

a) a record of teaching and developing a range of courses appropriate to program needs, ideally characterized by the development of courses at different levels (lower division, upper division, or graduate) or in multiple modalities (in-person, online, and/or hybrid).

b) at least two peer or supervisory reviews of teaching (and teaching materials) post-tenure with details about the candidate's strengths as a teacher of undergraduate and/or graduate students.

c) a record of effective mentoring of undergraduate and/or graduate students to completion. In History, mentoring happens in a variety of ways (e.g., serving on or chairing dissertation or thesis committees – including those in other academic institutions or units, supervising masters or undergraduate honors committees, directing applied projects or independent studies). Note that because the History program only admits doctoral students in certain fields, candidates may not have served on graduate committees because no students were admitted in their area of expertise.

d) an overall pattern of scores on the summary of student evaluations that indicates effective teaching, taking into account the context and circumstances in which the teaching occurs (e.g., new course preps, new modality for the course, a substantially revised syllabus, etc.). Scores will be evaluated relative to comparative data within the unit. The History faculty considers these data to be one form of evidence which is required by ABOR. These data should be considered in relation to other evidence of teaching effectiveness that the candidate may provide, as described in points a, b, c above.

Excellence in teaching and/or the promise of continued excellence in teaching may also be evidenced by any of the following indicators: a) teaching or mentoring awards, b) scholarship with a focus on pedagogy, c) evidence of student success related to the candidate's teaching or mentoring (e.g., through successful mentoring of graduate students who complete their degrees, participation on thesis committees, independent study supervision, or other types of regular interaction); d) new courses, seminars, and/or workshops developed and offered according to program needs; e) existing courses redesigned; f) papers co-authored with students; g) projects completed with student collaborators.

3. Service

Professional service, based on one's academic expertise, is that provided to the profession; to the university, college, or department; or to the local, state, national, or international community. All faculty members are expected to engage in service activities, and the candidate for promotion to full professor will have taken on a substantial amount of service to their institution, their profession, or to their local, state, national, or international community.

Significant service to the institution includes leadership or significant participation in committee work at any level of the institution (school, college, university) or sustained commitment to a university or college or school initiative.

Significant service to the profession includes leadership or significant participation in editorial board work for a journal and/or publisher, leadership or significant participation in committee work for a national organization appropriate to the subfield, or other such professional service.

Significant service to local, state, national, or international community includes leadership or significant and/or sustained participation in committees or initiatives that benefit from the candidate's academic expertise.