

**Proposed Scholarship Standards for Promotion and Tenure  
Department of History  
Seattle Pacific University**

**I. SCHOLARSHIP AND THE DEPARTMENT'S MISSION**

The Mission of the History Department is to prepare students for service by studying the past as it relates to the present and the future. All four types of scholarship—discovery, teaching, application, synthesis as described in Section 5.2.2.2 of the Faculty Employment Handbook—contribute to the Department's mission.

Regardless of which of the four types of scholarship each member of the Department produces, it is essential that every member of the Department: 1) publish written, peer-reviewed work for audiences of scholars; and 2) make regular intellectual contributions of other kinds outside the university.

**II. NATURE OF INTELLECTUAL CONTRIBUTIONS**

1) Written, peer-reviewed work for audiences of scholars includes: scholarly monographs (these are single- or dual-authored books, published by university or trade presses, written for audiences that include scholars in the field), articles in refereed journals, edited scholarly books, articles or chapters in edited scholarly books, and textbooks and other published instructional materials.

2) Other kinds of intellectual contributions include (but are not limited to): papers presented at academic or professional meetings, papers published in proceedings from scholarly meetings, publicly available research working papers, publications in non-scholarly magazines and journals, public history projects such as museum exhibits and commemorative events, published historical consulting reports, book reviews, articles in encyclopedias and dictionaries, publicly available materials describing the design and implementation of new curricula or courses, and articles and lectures that reach wide audiences of practitioners or wide general audiences. For faculty hired ABD, and for whom the tenure clock is running while the dissertation is being completed, the completed dissertation itself is considered an intellectual contribution.

**III. NUMBER OF INTELLECTUAL CONTRIBUTIONS**

*Tenure and promotion to Associate Professor:*

1) Written, peer-reviewed work for audiences of scholars: The equivalent of at least two scholarly articles. (A scholarly article may be published in either a refereed journal or an edited scholarly book.) Equivalencies: A typical scholarly monograph would normally be equivalent to three articles. Editing a scholarly book and writing its introduction would normally be equivalent to one article. A typical textbook would normally be equivalent to two articles. Other kinds of published instructional materials, if sufficiently substantive, would normally be equivalent to one article.

2) Other intellectual contributions of sufficient substance and number that, when considered with the written, peer-reviewed work, together constitute a record of productivity as a scholar and continuing commitment to the discipline.

*Promotion to Full Professor:*

1) Written, peer-reviewed work for audiences of scholars: The equivalent of at least five articles.

2) Other intellectual contributions of sufficient substance and number that, when considered with the written, peer-reviewed work, together constitute a record of productivity as a scholar and continuing commitment to the discipline.

#### **IV. GUIDELINES AND EXCEPTIONS**

These standards are considered guidelines for tenure and promotion decisions. While satisfaction of these standards will satisfy the scholarship component of any such application, in certain appropriate cases such an application may be granted even if the faculty member has failed to fully satisfy the criteria listed above. In such a circumstance it is the responsibility of the candidate to make the case explaining why his or her scholarship/publications are sufficient for promotion or tenure. For example, if the candidate is short one peer-reviewed contribution to a journal, his or her application could nonetheless be judged sufficient if the candidate demonstrates that the contributions that have been made are published in higher-quality journals with very low acceptance rates and/or large readership. Another example might be where the candidate is short one peer-reviewed contribution but has been published in journals that reach wide audiences and is regularly quoted in the popular press as an expert in his or her field.

#### **V. SCHOLARLY TRAJECTORIES FOR HISTORY FACULTY**

In balance with the mission of the History Department and the mission of the University is the divine calling of the individual. Seattle Pacific's hiring process is designed to make sure that all faculty members can show evidence that God has called them to be teacher-scholars, and that all faculty members have dedicated their gifts and training to God's service.

Graduate training is more or less the same for all historians—a combination of deep reading in a few fields, specialized research in the scholarship of discovery mode, and on-the-job training as classroom teachers. But after taking teaching jobs, historians' scholarly paths branch out in remarkably diverse ways. For Christian historians, this is as it should be. God calls some to discovery, some to teaching, some to application, and some to synthesis. In most cases, God calls every individual to a unique combination of these. There is no "normal" or "ideal" or "desirable" trajectory. Some Christian historians shift from one type to another as God leads, some focus early on one area and expand to multiple areas, some experiment early with more than one type and settle back to a single type, and others remain more or less focused on a single type throughout their careers. All four types of scholarship yield abundant fruit in our primary task of teaching, and all are equally valued by the History Department.

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