

## UCSD DEPARTMENT OF HISTORY GOVERNANCE PROCEDURES

### I. DEPARTMENTAL ORGANIZATION

#### A. Chair

##### **Duties:**

The Chair has overall responsibility for implementation of department procedures and policies, and for strategic planning. The duties of the department chair are established in APM-245 ([https://senate.universityofcalifornia.edu/\\_files/committees/ucaade/apm245.pdf](https://senate.universityofcalifornia.edu/_files/committees/ucaade/apm245.pdf)).

##### **Eligibility:**

Full Professors and Associate Professors may serve as Chair. To develop senior leadership for the benefit of the university and the department, Full Professors are encouraged to consider serving as Chair.

##### **3. Term:**

**3. a. Term:** The term of the Chair will be three years. No faculty member may serve more than two terms as Chair, except as provided below.

**3. b. Term limits tolled by appointment of interim Chair:** If it becomes necessary to appoint an Interim Chair during the term of a regularly elected Chair, the time during which the Interim Chair serves will not count against the time limit of the Chair for whom the Interim Chair is substituting, and upon returning to service, the Chair may complete the remainder of his/her three-year term.

**3. c. Eligibility not reduced by service as Interim Chair:** If a faculty member is elected to serve as Interim Chair to substitute during the temporary absence of a regularly elected Chair, the time served as Interim Chair will not count against that faculty member's two-term/six-year limit. A faculty member who has served a full two terms/six years as Chair may be elected to serve as Interim Chair to fill the vacancy created by the temporary absence of a regularly elected Chair for up to one year.

**3.d. One-year extension of Chair's term:** By a 2/3 vote of those eligible faculty casting votes, the department may extend the term of a current Chair by one year in cases where department members deem the circumstances to warrant such an extension. Such an extension shall not affect the eligibility of the current Chair to serve as Interim Chair as provided elsewhere in this Policy.

##### **4. Chair Nomination Committee and Procedures for the Committee's Work:**

**4. a.** No later than nine months before the end of a current Chair's term, the Chair's Advisory Committee (the CAC) will begin the process of electing a Chair to serve in the coming term by appointing a Chair Nomination Committee. Once appointed, the Chair Nomination Committee will engage in the process of consultation and nomination described below, and report its recommendations within four months. The election of a Chair for the coming term shall take place no later than one month following the report and recommendations presented by the Chair Nomination Committee, so that the election

of the Chair is accomplished no later than the end of the Winter quarter where the current Chair's term is set to end on June 30.

4. b. i. In order to promote deliberation and openness with regard to the election of a Chair, the consultation, nomination, and election process will go forward even if the current Chair has indicated a desire or willingness to serve another term, as provided below in Section 4. b. ii.

4. b. ii. If the current Chair wishes to be considered for a second term, the Chair shall inform the members of the Chair Nomination Committee of this intention at the time the CAC appoints that committee.

In this case, the Chair Nomination Committee shall begin its consultation with faculty members by informing them that the current Chair wishes to be re-elected for a second term and shall initially consider only the question of whether there is widespread support among faculty members for the re-election of the current Chair; unless another eligible faculty member informs the Committee that she/he also wishes to be considered as a candidate for Chair, the Committee will not attempt, as described in Section 4e below, to identify other interested or willing candidates who might have widespread support from other faculty members, encourage other candidates to stand for election, or make a recommendation regarding other candidates. If, in considering the single question of support for the current Chair's re-election, the Chair Nomination Committee determines that there is widespread support for the re-election of the current Chair, the Committee will recommend the re-election of the current Chair. If the Chair Nomination Committee determines that there is not widespread support for the re-election of the current Chair, the Committee will proceed to undertake the full consultation and recommendation process described below.

If, however, any eligible faculty member informs the Chair Nomination Committee during these consultations that she/he also wishes to be considered as a candidate for Chair, the Committee will end its consideration of the single question of support for the current Chair's re-election for a second term and shall proceed to undertake the full consultation process described below.

4. c. The Chair Nomination Committee will be composed of three members. All members of the committee will be tenured. At least one of members of the committee will be a Full Professor and at least one will be an Associate Professor.

4. d. In appointing members of the Chair Nomination Committee, the CAC will ask possible members if they are interested in serving as Chair and will appoint only members who have stated that they are not interested in serving as Chair. If at any point a member of the Chair Nomination Committee becomes interested in serving as Chair, that member must promptly inform the other members of the committee and the CAC and must resign from the committee, to be replaced by the CAC with the appointment of another faculty member who is not interested in serving as Chair.

4. e. The tasks of the Chair Nomination Committee are: (1) to familiarize department members with the duties of the Chair and the benefits of serving as Chair, including

compensation benefits, course reductions, etc.; (2) to confer with interested members of the department regarding a possible future Chair; (3) to identify interested or willing candidates; (4) to identify which possible candidates would have widespread support from other faculty members; (5) to encourage a candidate or candidates who would have widespread support to stand for election and to communicate to others who have expressed an interest in serving that they would not likely have widespread support; and (6) on the basis of the committee's findings concerning possible candidates with widespread support, to make a recommendation of one or more candidates who are willing to stand for election.

4. f. To fulfill its tasks, the Chair Nomination Committee will present to each faculty member a list of all members who are eligible to serve as Chair. Members of the committee will talk with faculty and with the department's MSO concerning faculty members' possible service as Chair, asking those consulted to consider the list of all eligible members and asking eligible members to consider their own possible service as Chair. Through these conversations, the committee will identify (1) interested/willing candidates and (2) candidates who would have widespread support from other faculty members in the department.

4. g. Members of the Chair Nomination Committee may communicate with those consulted either individually or as a group. In instances where not all members of the Chair Nomination Committee communicate with a consulted department member at the same time, they will share fully the results of their consultations with other members of the Chair Nomination Committee, unless a consulted department member indicates that specific communications are to be held in confidence and not shared with other members of the committee or shared only in an appropriately anonymized form that preserves confidentiality.

4. h. Communications from members of the Chair Nomination Committee to others concerning the committee's findings should be in general terms only. Specific information that is communicated to committee members and/or statements or information that may be recognized as coming from identifiable department members are to be kept in strict confidence within the Chair Nomination Committee itself.

4. i. Following consultations with all who wish to be involved in the process, the Chair Nomination Committee will communicate to those faculty members who have expressed a desire or willingness to serve as Chair the Committee's determination that there either would or would not be widespread support for their service. This will be done (1) to encourage a candidate (or candidates) with widespread support to stand for election and (2) to minimize or avoid the potential for unexpected or unwelcome conflicts or disappointments in cases where a person who has expressed an interest in standing for election turns out not to have widespread support. These communications to faculty members who have expressed an interest in serving as Chair will be done confidentially, informally, and in general terms, with no specific or identifiable comments shared, respecting the policy of strict confidence described above.

4. j. The Chair Nomination Committee's consultations with the current Chair will be the same as with any faculty member consulted. That is, the committee will solicit from

the current Chair the information and opinions about possible future chairs that is requested of all faculty members, but there should be no communications with the current Chair to share the committee's findings and recommendations beyond the information that the committee will present to all faculty members. If, however, the current Chair has expressed an interest in standing for re-election, the committee will communicate directly with the current Chair as described above with regard to the committee's findings concerning whether or not there would be widespread support for the current Chair's possible continuing service (that is, only with regard to the current Chair's own possible candidacy and future service and not with regard to the committee's findings and recommendations about other possible candidates for Chair).

### **5. Election procedures.**

5. a. Following the consultations and the communications with interested possible Chair candidates described above, the Chair Nomination Committee will make a recommendation of one or more candidates who are willing to stand for election. The committee will report that recommendation to department faculty and submit a nomination or nominations. Where a single eligible faculty member clearly has sufficient departmental support to be elected as Chair and the committee, through its consultations regarding department members' preferences, has determined that this individual faculty member has substantially more support than other possible candidates, the committee shall nominate that single candidate to stand for election. Where, however, two or more candidates clearly have sufficient departmental support to be elected as Chair and the committee's consultations as to department members' preferences shows that these possible candidates have substantially the same level of support, the committee may submit nominations of each such candidate to stand for election. Before submitting nominations of more than one candidate, the committee shall inform the potential candidates that they appear to have sufficient departmental support to be elected as Chair and that they have substantially the same level of support, in terms of expressed preferences, as one or more other potential candidates. The committee shall determine whether or not each candidate wishes to stand in a contested election and shall inform each candidates of the other possible nominees. Candidates who do not wish to stand in a contested election may inform the committee of this and withdraw their names from consideration. If no recommended candidate wishes to stand in a contested election, the committee shall make a recommendation of a single candidate to stand for election from among these possible candidates.

5. b. Regardless of whether or not the Chair Nomination Committee has determined that a person would have widespread support among the department's faculty, any eligible member may run for Chair in the election. This possibility serves the interest of having a process that is ultimately open and democratic. In such cases, an eligible member simply informs the current Chair that he or she wishes to be included on the ballot.

5. c. The Chair will be elected by an online procedure that allows each voting member to cast a single ballot anonymously and secretly, with voting open for four days. Upon the conclusion of voting, the results of the election will be reported to department faculty either electronically or at a faculty meeting.

**6. Chair's removal from office:** By a 2/3 vote of those eligible faculty members casting votes, the department may recommend to the appropriate university authorities that a chair be removed from office.

## **B. OFFICERS APPOINTED BY THE CHAIR**

The Department Chair selects the following Vice Chairs:

### **1. Vice Chair for Academic Personnel:**

The Vice Chair for Academic Personnel, has the following responsibilities:

- a. to meet with all faculty coming up for review in the upcoming academic year
- b. to prepare and write reports for all merit shortforms and accelerations not tied to a promotion that are submitted to the Dean's office.
- c. to assist the chair in drafting departmental letters for promotion
- d. to revisit departmental review guidelines each spring and, if changes in policy or campus review practices dictate, propose updates to the guidelines for departmental approval

### **2. Vice Chair for Undergraduate Affairs:**

The Vice Chair for Undergraduate Affairs supervises all matters related to the Department's undergraduates and oversees the departmental teaching schedule. This oversight includes:

- a. assuring that that the Department's curricular needs are met, and that all faculty members adhere to departmental and university regulations regarding their teaching loads and course contents.
- b. serving as chair of the Department's Undergraduate Committee and overseeing all course actions.
- c. supervising the assignment of teaching assistants to lower and upper division courses.
- d. supervising the selection and hiring of temporary lecturers each quarter, based on curricular needs and resource availability
- e. selecting a faculty member to supervise the departmental honors program

### **3. Vice Chair for Graduate Affairs:**

The Vice Chair for Graduate Affairs supervises all matters related to the Department's graduate students. This oversight includes:

- a. coordinating graduate admissions and awards.
- b. serving as chair of the Department's Graduate Committee.
- c. supervising the TA training process.
- d. evaluating the progress of all students at the end of each academic year.
- e. mediating between graduate students and faculty in conformance with UCSD's obligations under the Higher Education Employer-Employee Relations Act, as well as with the collective bargaining agreement between the University and SAGE/UAW.
- f. approving forms related to student performance and progress (petitions, passing language examinations, advancements to candidacy, etc.).

- g. supervising departmental and field requirements and web page changes.
- h. coordinating funding of new and continuing students.

#### Other Officers Appointed by the Chair:

1. a faculty member in charge of TA training who works with the Master TA (and TLC) to organize a series of regular events throughout the year, including training sessions focused on professional development and TA and Reader training. The Chair makes this appointment in consultation with the Graduate Vice Chair.
2. A departmental Graduate Placement Officer who discusses employment procedures and initiatives for prospective job-hunters. At the beginning of each academic year, a general memo will be sent to graduate students identifying the faculty member chosen as Placement Officer. During the academic year in which they finish their dissertation, students should also prepare a placement file for deposit in the Career Services Center on campus. The Chair makes this appointment in consultation with the Graduate Vice Chair.
3. The Graduate Diversity Officer works with the Graduate student diversity representative to develop programming and support for diversity related activities. This faculty member also coordinates the hire of student rep with Grad coordinator. The Chair makes this appointment in consultation with the Graduate Vice Chair.
4. The Departmental Newsletter Coordinator distributes announcements about faculty, student, and staff achievements on a regular basis while assembling a newsletter highlighting these achievements that will be distributed to faculty, students, staff, alumni, and donors.

## II. COMMITTEES

### APPOINTED COMMITTEES:

#### 1) The Undergraduate Committee

The Undergraduate Committee is comprised of one faculty member from each of the undergraduate teaching fields. The committee serves as a forum for field group representatives to discuss undergraduate issues, reviews undergraduate student policies, including the structure of the history major and the honors program and recommends changes to the department. In consultation with the field groups, the committee puts together the teaching matrix for the following year, following the “matrix build” department guidelines. It coordinates with the graduate committee to assure that TAs are properly supervised, works with staff to organize educational and community-building events for history majors, including quarterly town meetings, and to update catalogue material. The committee further awards Honors Thesis Rappaport Prize. The committee members are also responsible for attending one of the six college graduation ceremonies as the representative of the History Department or, alternatively, for recruiting a substitute.

#### 2) The Graduate Committee

The Graduate Committee is comprised of one faculty member from each of the graduate teaching fields. The committee is responsible for all graduate affairs affecting both current students and prospective student/applicants. To this end, it manages graduate admissions, organizes fall orientation and the spring campus visits for prospective students. The committee also reviews and updates graduate student policies to make sure the Graduate Handbook reflects current policies. Committee members review requests for travel funds and distribute travel grants.

### 3) The Faculty Seminar Committee

The Faculty Seminar Committee is responsible for organizing seminars for our own faculty to present their work. This may include faculty who are retiring, those who have recently published a book, and workshops for work in progress. The committee is also responsible for distributing money from the annual faculty lectures budget; faculty will submit formal proposals to fund or co-fund outside speakers.

## ELECTED COMMITTEES

### 1) The Chair Advisory Committee.

The Chair Advisory Committee (CAC) is as an elected, representative advisory board for policy decisions.

#### *Functions*

- 1) The CAC will serve as an elected body that can advise the chair on policies and responses to communications and requests from the campus or the division that require a faster response than the faculty meeting calendar will permit.
- 2) The CAC will also advise the chair on specific departmental issues that require a faster response than the faculty meeting calendar will permit.
- 3) This elected body will also serve as the long-range planning committee when the department needs to craft a strategic plan, revise its bylaws and ensure the published version remains up to date, or consider hiring decisions in upcoming years.
- 4) When it is time to select a new department chair, the CAC will appoint the Chair Nomination Committee.

#### *Composition*

The CAC discussions will include the department chair and an elected body of five faculty members. The vice chairs for graduate affairs, undergraduate affairs, and academic personnel will be *ex officio* members of the committee who may be asked to participate in its conversations when issues relevant to their portfolio arise. The five elected members of the committee will be chosen so that there is one Assistant Professor, one Associate Professor, one Full Professor, and two at large selections. The at-large selections may be of any rank.

The CAC will be selected as follows: Every ladder rank department faculty member who is not on leave for the upcoming year and is not serving as department chair or vice chair will be eligible for election. The Assistant Professor, Associate Professor, and Full Professor receiving the most votes among the faculty members of that rank will be selected to represent each rank. Elections will be held each spring for any positions on the committee that come available. These terms will last for two years. So that we might guarantee equitable representation over time, no one is eligible to serve consecutive terms on the CAC. The election procedure in subsequent years will be the same as that by which the initial committee was selected. In years when the positions specifically allocated to Assistant Professors, Associate Professors, and Full Professors are to be chosen, the individual of each of those ranks who receives the most votes will be selected to join the committee. In years in which only at large selections are being made, the eligible faculty members receiving the most votes will be selected for the position.

### III. DEPARTMENTAL MEETINGS

#### 1. Frequency

- a. The Department will have at least one regularly scheduled meeting per quarter.
- b. The usual meeting date is the second Wednesday of each month
- c. Other meetings of the full Department are called by the Chair as needed.

#### 2. Attendance at meetings

- a. Ladder-rank members of the Department are expected to attend Departmental meetings if they are not on leave or away from campus temporarily on university business.

#### 3. Meeting time

- a. The usual meeting time is 3-4:30 PM
- b. No classes will be scheduled for ladder-rank faculty during the regularly scheduled meeting day and time.

#### 4. Notice of meetings

- a. Notice of meetings will be given via e-mail.
- b. An agenda will be issued in advance of the meeting.

#### 5. Graduate Student Attendance at Faculty Meetings

The department invites the elected GSA representative to observe department faculty meetings and, when relevant, voice graduate student concerns during the announcement portion of the meeting or during specific discussions of graduate student issues. The graduate student representative may make an announcement on behalf of the GSA as well. If they would like to do so, they must let the chair know 24-hours in advance of the meeting. If the elected GSA representative is unable to attend, the GSA may send another representative (provided notification is given to the department chair before noon on the day of the meeting).

The need for confidential discussions of personnel and student issues means that the student representative should not be present for any discussions of faculty hiring, promotion, or issues pertaining to individual students. Because it is impossible to foresee all occasions when the presence of a student may be inappropriate, the department chair may use their discretion to ask the student representative to excuse themselves from a particular discussion of other sensitive issues.

#### 6. Voting Procedures

- a. All departmental faculty who are members of the Academic Senate have the right to vote on all substantive departmental matters.
- b. All departmental faculty who are members of the Academic Senate have the right to vote on all new appointments.
- c. All tenured faculty members have the right to vote on all promotions to tenured rank; and all tenured faculty have the right to vote on all reappointments, merit increases, appraisals, and terminations for non-tenured faculty.
- d. All full professors have the right to vote on all promotions to the rank of Professor and on all merit increases for associate professors.
- e. All full professors have the right to vote on all promotions to the rank of Professor, Step VI and Professor, Above-Scale and on all merit increases for full professors.



f. Formal meetings are called and formal voting conducted on all cases except in the two following cases:

i. In the case of normal merit increases, the chair prepares a recommendation file, which is submitted for comment to those eligible to vote on the matter. If there is any dissent, a meeting is called and a formal vote is taken.

ii. In the case of promotion of lecturers with security of employment or appointments of either (i) lecturers with potential security of employment, or (ii) lecturers with new continuing appointments, the chair prepares a recommendation file and makes it available to all eligible faculty. The eligible faculty then vote using paper ballots by a deadline set by the chair of the department.

g. Emeritus faculty members, when recalled to active duty and only during the period of such recall, have the right to vote on substantive departmental matters, but not on personnel cases.

h. Voting is conducted by a show of hands or, upon the request of any faculty member, by written ballot.

i. A faculty member absent from a meeting at which a formal vote is taken on a personnel case, or who must leave such a meeting prior to the formal vote, may make his or her own view known in writing to the chair, who will report that view in the departmental recommendation. That view is not counted as part of the formal vote unless the faculty member was present at the meeting for a substantial portion of the discussion.

j. Voting is conducted by a show of hands, or, upon the request of any faculty member, by written ballot for all non-academic personnel issues.

#### 7. Access to Personnel Files

a. All department faculty who are members of the Academic Senate have the right to view all current academic personnel files under review, regardless of rank.

b. All department faculty who are members of the Academic Senate have the right to attend and participate in all current academic personnel file discussions, regardless of rank.

## APPENDICES

### APPENDIX A

#### Department Guidelines for Promotion and Tenure

This document reflects UCSD's Department of History guidelines in March of 2021.

#### **NORMAL MERIT REVIEWS**

In a normal merit review the History Department expects a continuing record of successful teaching and service as well as evidence of ongoing scholarly productivity in the form of articles, papers, edited collections and/or book chapters. We would normally expect 1-2 significant pieces of work for a two-year review period and 2-3 significant items for a 3-year review period, which could include: research articles in "A", submitted research articles in "C", and drafts of unpublished book chapters. The proportion of "A" and "C" items will shift over time, but the overarching expectation between major career reviews is ongoing publication of articles with evidence of continued progress on a book project. Because we are in primarily a book discipline, CAP has acknowledged that our published output will not necessarily be even over several review periods between books. For pre-tenure colleagues, we expect solid teaching of both lower- and upper-division courses but try to shield junior faculty from onerous service commitment both within the Department and the broader campus. For tenured faculty, the publication expectations remain the same but we also expect a solid record of teaching and service at the departmental, campus, and professional levels. We also take seriously candidates' record in promoting principles of diversity, equity, and inclusion at the departmental, campus, and University levels.

#### **FOURTH-YEAR ASSESSMENTS FOR UNTENURED FACULTY MEMBERS**

In the History Department, we closely mentor pre-tenure faculty members before each review cycle and take special care to inform them about the importance of the fourth-year review and appraisal. The bulk of a fourth-year appraisal hinges on the quality and state of the candidate's first book manuscript, its development since the dissertation, and whether it is reasonable to expect that the book will be completed and accepted by a publisher within the next two years. In addition, we usually expect a published article or two, a solid record of teaching and at least some service at the department level.

#### **PROMOTIONS FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

For promotion from Assistant Professor to Associate Professor with tenure, the Department of History requires the completion of a monograph, which is normally a substantially revised version of the candidate's dissertation. Specifically, promotion to tenure is predicated upon a book manuscript being accepted by a reputable press, as documented either by the publisher's letter informing the author that no further revisions are necessary to proceed with publication, or by a final manuscript in production. In addition to the book, the Department would normally expect a few published articles and/or book chapters (2-3 depending on venue/scope) and signs of professional visibility (fellowships, book reviews, scholarly conference papers, etc.). Finally, given the book-oriented focus of the discipline, we also require evidence of work toward realization of a second major project, which may include some combination of a prospectus, grant proposal, conference papers, and/or articles. For teaching and service, the Department expects the tenure candidate to have developed a variety of well-received course offerings (lower division and upper division lecture classes and graduate and/or undergraduate colloquia or seminars), and to have participated in two to three years of departmental- and/or campus service

commitments. However, service expectations are kept to a minimum and Assistant Professors are not required to accept graduate students. Promotion plus acceleration of one step requires 5-6 articles, depending on venue/scope.

### **PROMOTION FROM ASSOCIATE TO FULL PROFESSOR**

The requirements for promotion to Full Professor include excellence in teaching, more substantial service than at the assistant level, and a continuing record of substantial publications in the field. The research criteria for promotions beyond the Assistant level are more flexible than those required for tenure, but this means that each candidate must be evaluated holistically on a case-by-case basis.

The Department has generally followed the practice of requiring a monographic book for promotion from Associate to Full. The advantage of such a practice is that a monograph comprises a coherent and substantive original scholarly contribution that clearly meets the requirements for promotion. However, there are disadvantages to maintaining this as an exclusive practice. First, it does not recognize or encourage the variety of scholarly paths that constitute “high quality creative activity” in the historical field. Second, the length of time required to complete a monograph—10-12 years on average in the department—does not fit the university’s normative time expectations of advancement beyond the Associate level.

To address these problems, the Department defines a variety of research and publication profiles that would meet the promotion requirement. Thus, in addition to the existing practice of a monographic book, the case for promotion could be made on the basis of a group of significant articles (5-7) that define a coherent and important scholarly contribution. Or, it could be made on the basis of a combination of articles, edited volumes, document collections or translations that demonstrate both quality productivity and an important presence in the field. Additionally, and in exceptional circumstances, the case for promotion could be made with a smaller number of significant publications (2-3 major articles, an edited volume) if they are in addition to a completed manuscript of a monograph that, while not yet in production, has been positively reviewed by an academic press and endorsed by external reviewers of the case as ready for publication. In all cases, it is the Department’s responsibility to make the reasonable case that the significance, the coherence and the substantive nature of the scholarly contribution justifies promotion.

### **PROMOTION TO FULL PROFESSOR, STEP VI**

The requirements for promotion to Full Professor, Step VI include excellent teaching, substantial service at the departmental, campus, and professional level, and a continuing record of substantial publications. As in the case with promotion to Full Professor, the department asserts flexibility to define a variety of research and publication profiles that meet the promotion requirement. Oftentimes, promotion to Step VI will center upon the production of a third monographic book (or a second monographic book for scholars who have been promoted to Full Professor on the basis of articles and/or editorial production). Alternatively, the case for promotion could be made on the basis of some combination of a substantial, field defining, edited volume and/or a group of 6-8 substantial articles that define a coherent and important scholarly contribution. The specification of a higher number of articles for promotion to Step VI reflects the department’s understanding that a higher level of productivity is ordinarily expected at higher steps of the full professor rank.

### **PROMOTION TO ABOVE SCALE:**

Promotion to Above Scale requires excellence in teaching, service and research as well as completion of another major research publication. There can be no weakness in any of the areas under review, and the service contributions must exceed those necessary for promotion to Step VI. The major

research publication usually will consist of a third or fourth monograph, though the nature and quality of the continuing research agenda will be evaluated on a case-by-case basis. Promotions to Above Scale may also be made based on the completion of a coherent and important scholarly project resulting in a substantial and field defining edited volume or published work that makes a substantial contribution to public discourse. All promotions to above scale must demonstrate an international reputation, including a significant number of international referees and/or other evidence of status.

Because above scale reviews are large files containing decades of publications, teaching records, service details, and contributions to diversity, they will be handled by a committee of three people. Committee members will share the work of reviewing these materials. The committee chair will serve as lead reviewer and will assemble the final report based on the collective work of the committee.

### **ACCELERATIONS:**

Accelerations across two merit steps normally require double the amount of publications required for a single step, PLUS strong service and teaching. Double accelerations are viewed as extraordinary and generally require a book and 8-9 articles. Acceleration files with “weakness” in either of the other two areas will be denied.

### **ACCELERATIONS TO OR THROUGH PROMOTION TO ASSOCIATE OR FULL PROFESSOR**

For an acceleration to or through a promotion, the case is slightly different in a field like History where books traditionally mark career milestones. Instead of “twice” the normal productivity of two merit reviews, an acceleration to or through a promotion requires the productivity expected of a promotion (i.e., a book for promotion to Associate Professor, a book or the equivalent thereof for all other promotions) plus that expected of an additional merit review period (several articles, depending on a 2-or 3-year cycle).

### **ACCELERATIONS WITHIN THE FULL PROFESSOR SCALE:**

#### **Acceleration to or through Step VI:**

An Acceleration to or through Step VI will proceed like those of faculty acceleration to or through promotion to Associate or Full Professor. It requires the productivity expected of a promotion (ordinarily but not always the book) plus that expected of an additional merit review period (usually 3-5 articles). A faculty member at Step IV who produces a monograph (or equivalent) and the additional materials expected of an additional merit review period will ordinarily be considered for acceleration to Step VI. A faculty member at Step V who produces a monograph (or equivalent) and the additional materials expected of an additional merit review period will ordinarily be considered for acceleration to Step VII.

#### **Acceleration to Above Scale:**

Accelerations from Step VIII to Above Scale are extraordinary situations—but extraordinary does not mean such accelerations are impossible. The department will consider such accelerations if the faculty member at Step VIII meets the departmental standards for Above Scale AND has produced two monographs as well as 3-5 substantial articles in the review period.

#### **Acceleration involving the publication of a monograph too far from a barrier step to trigger advancement to Step VI or Above Scale:**

As primarily a book field, many history faculty members direct their research towards the production of a scholarly monograph. Often these monographs are used to cross barrier steps, but some Full Professors produce monographs before they have reached a barrier step. Because a monograph is usually 8 to 10 times as long as a standard journal article, a Full Professor who comes up for review with a monograph that has not previously been included as a C-item in a promotion file but who is not close enough to a barrier step that the new monograph can be used for promotion to Step VI or Above Scale, will ordinarily be proposed for an acceleration.

If a faculty member in this situation has, in addition to the monograph, also produced a quantity of articles or edited materials that exceed the department standards for regular merit, the department will consider proposing a double acceleration for this faculty member.

**ABOVE SCALE MERITS:**

In formal terms, there are no “merits” for above scale files, but at the four-year review cycle, we can request a 50% step, a 100% step, a 150% step or a 200% step. Accelerations at this level occur in “rare and compelling” cases and require not only extraordinary research productivity but also excellent service and teaching.

## APPENDIX B

### **History Department Procedures for Pathways to Retirement Program**

The Pathways to Retirement program that allows faculty planning to retire to return and teach one undergraduate course a year for three years after their retirement takes effect. The program requires that the department certify that the courses proposed are both needed and are likely to generate healthy enrollments before the proposal then moves to the division for review. Below is the procedure for doing this:

- 1) A faculty member interested in the Pathways program proposes the three courses she or he will offer in the three years covered by the program.
- 2) The relevant field group will review this proposal and either endorse it or suggest changes so that the proposed courses will better fit with the field's planned undergraduate course offerings across those three years.
- 3) If the field group agrees with the proposal, the Undergraduate Director will review it and either endorse or suggest changes based on the enrollment history of the proposed courses, their place in the larger curriculum, and their fit with planned departmental course offerings.
- 4) The chair then will decide about the proposal based on the field group and Undergraduate Director recommendations.
- 5) If approved, the proposal will then be passed on to the division for review.

## APPENDIX C

### History Department Teaching Load Policy

The teaching load policy aims to achieve a balance between several goals: to provide excellent teaching for our graduate and undergraduate students, to increase enrollment figures for the department while maintaining a balance between small, medium and large courses, and to equitably distribute the teaching among all the faculty members.

#### Regular Teaching Load

1) 4 courses a year

2) required distribution is three lecture courses and one colloquium, except when a faculty member is teaching a 2-quarter graduate seminar. Each faculty member should organize their yearly course offerings so as to maximize enrollments while maintaining smaller high impact courses. If a faculty member is teaching fewer than 4 courses due to sabbatical or course release, those courses should generally be lecture classes.

3) Of the 3 lecture courses, the Department strongly encourages each faculty member to teach at least one very large lecture course (>200), which will usually be a lower division course inside or outside the department. Lower division courses provide high enrollment numbers, they help recruit students into upper division courses and the major, they showcase our faculty, and they provide an important service to students by offering them broad surveys and skills development. The other lecture courses may be a combination of medium-sized (30-50) or large (50-150). Our department offerings should include the full range, but each faculty member's distribution will be different, depending on the subject matter, student interest and other factors.

4) Individual instruction for undergraduate and graduate students will normally be additions to the standard course load. However, faculty may keep track of all the individual instruction (198s, 199s, Honor's Theses, 298s, 299s), which can accumulate as points towards occasional course relief, no more than one course every four years. Faculty members can apply for a course relief after accumulating 16 points of individual instruction, but it is up to each faculty member to document this activity. Faculty are responsible for making sure that students register with them for all quarters to be counted; no points can be claimed for unregistered students, including students "in absentia." For independent study courses, faculty must submit syllabi, reading lists or special studies forms along with the "course tracking form". For a course release in the following academic year, the form must be submitted by the end of February of the current year.

Points may be claimed based on the following system:

PhD Dissertation director or co-director (post-orphals 299): general supervision of ABD advisee: **1 point (3 quarters)**

PhD pre-orphals student enrolling in 298 credits but not taking a formal course (Pre-qual Ph.D. students sometimes sign up for 298 credits with their adviser while they are studying for their orphals): **1 point (3 quarters)**

Honors Thesis (194/195): **1 point (2 quarters)**

Undergrad Independent Studies (198, 199) **1 point (4 unit class, 1 quarter)**

An independent study is a course given to one or more students on a single topic: several students doing the same reading/attending the same meeting counts as one independent study.

Graduate Independent Reading course (298) **1 point (4 unit class, 1 quarter)**

An independent study is a course given to one or more students on a single topic: several students doing the same reading/attending the same meeting counts as one independent study.

5) A course release must be applied to a small enrollment class like a colloquium or a graduate class so as to reduce the negative impact on enrollment numbers. A faculty may normally take no more than one course release in a year. (i.e. for university service, point system).

6. Zero teaching quarters will be considered normal practice for professors teaching lower division courses inside the department, as a partial compensation for the extra work involved. However, zero teaching quarters will also be available on a case-by-case basis for the rest of the faculty, based on field group and overall matrix needs. Each field group will consider zero quarter teaching requests from individual faculty to make sure they do not create imbalance in the matrix that negatively impacts enrollments. Faculty on zero quarters must fulfill all other departmental and university responsibilities, including committee service, individual instruction and attending department meetings.

7. Based on past enrollment figures in history courses, the Department has set an aspirational target of at least 250 students per faculty member per year in order to maintain current levels of university funding. However, taking into account the varied audience for different subjects, this number is meant to serve as a voluntary guideline, not a mandatory or punitive expectation.

8. Faculty who expect to reach the threshold of 250 students in one or two of their lecture classes (based on past enrollments) will have greater flexibility in the remainder of their course offerings: 1) they will have the option of offering two small courses, either graduate or undergraduate, instead of one, or 2) they could choose to team teach a course with another faculty member, or 3) they could choose to cap the third upper division lecture course at 30 students.

9. For faculty teaching at least 250 students, and with large numbers of graduate students doing either independent study coursework or writing dissertation chapters, one of their small courses could be a “bundling” of a minimum of six graduate students into a colloquium or a dissertation writing seminar. If the 298s and/or 299s are expected and pre-planned, they could be turned into one of the four courses in the following year’s matrix. Pre-planning could be encouraged by surveying graduate student needs beforehand or by offering an extra graduate course on a specific topic. If the bundling occurs at the last minute, adding a fifth course to a faculty’s load, the faculty member can request a course release from the department chair for the following year.

10. Graduate courses. The decision to offer graduate courses (HIGR) must be approved first by the field group and then by the graduate committee. The undergraduate committee must approve cross-field graduate courses. Field groups should make an effort to efficiently allocate resources to graduate teaching by staggering course offerings, combining small classes and other strategies. Graduate courses must be justified as: 1) a requirement, either annual or bi-annual or 2) expected to meet enrollment threshold. Enrollment threshold according to university policy is 4 students to count as a course. For 3 or fewer students, a one quarter course would normally count as a 298. For a required two quarter research seminar with fewer than 4 students, the faculty will normally get one course credit instead of two. Exceptions can be approved by the chair, for example in cases where the faculty member has reached the 250-student enrollment threshold in other classes. After the field group proposes its graduate teaching matrix, the graduate committee will meet each spring after admissions is closed to confirm the distribution of graduate courses for the following year.

### **Leaves**

1. A faculty member on duty for two quarters will normally teach three courses, including two lecture courses.



2. A faculty member on duty for one quarter will normally teach two courses, including one lecture course.

### **Teaching Load Reductions for Service**

1. Normally, reductions in the standard four-course load in consideration of departmental service assignments will be granted to the Chair of the department, who will teach two courses, the Vice-Chair, Academic Personnel, who will teach three courses, and the Chairs of the Graduate Committee and the Undergraduate Committee, who will teach seven courses over a two-year period of service. If the Department Chair Elect is chosen by the department more than one year before they take office, that person will teach three courses during the academic year when they serve as Chair Elect because they will be shadowing the outgoing chair.

2. Normally, reductions in the standard four-course load in consideration of extra-departmental service assignments will be granted to members of the divisional Committee on Academic Personnel, the Chair or Vice-Chair of the Academic Senate, and the campus coordinator of the Education Abroad program. Persons with such assignments will normally teach three courses, including at least two lecture courses.

3. Normally, anyone directing a Research and Instructional Unit administered by the Department with (i) major programs, (ii) language programs, (iii) lecturers, (iv) graduate students, and (v) community relations issues will receive a one-course reduction in the teaching assignment over a two-year period of service. Currently, these units include Chinese Studies, Japanese Studies, and Judaic Studies.

4. The Chair may, when appropriate, approve a one-course reduction in the teaching assignment for new appointees, especially Assistant Professors, in their first year of duty.

5. All other course releases, such as those for directing special research or instructional units, must be negotiated with the Dean.

## APPENDIX D Search Guidelines

### **Search Committee:**

The search committee will be appointed by the Department Chair. The number of faculty members will vary depending on the search, but the usual size is 3-5 members. The composition of the search committee will be based in the area of expertise and/or graduate program most closely related to the new hire, but there will always be an “outside” member from another field.

### **Graduate Student Representative:**

If possible, a graduate student representative will also be appointed to the committee by the search committee chair at the point when the long short list has been finalized. The student rep would have no voting privileges or access to on-line files but will be able to read dissertations/publications. The main responsibility of the graduate student representative would be to coordinate feedback from the graduate students and mobilize them to attend job talks and meetings with candidates.

### **Access to files:**

All ladder rank faculty will be given access to the on-line applications at the beginning of the search. However, faculty must keep in mind the strict confidentiality of applicant information and the files.

### **Search Process:**

The search committee should endeavor to time its deadlines and deliberations so that it can circulate a long short list to the faculty with brief bios on each candidate before the end of the fall quarter. Faculty should have a few days after the circulation of this list to look at the files before putting it on the agenda of a department meeting. The purpose of the agenda item will be for the search committee to inform faculty of the committee’s thought process regarding the goals of the search and the composition of the long short list and to get input and feedback from faculty on these items.

Each search committee should discuss whether or not to hold interviews at the AHA (or other relevant associational meeting), replace them with SKYPE or Zoom interviews or adopt a hybrid approach, in which candidates are given a choice.

When the search committee has decided on the short list, it should be circulated to all the faculty. If faculty have questions on why a candidate from the long short list did not make it onto the short list, they can direct inquiries to the search committee chair.

After each campus visit, the search committee chair should send an email formally requesting feedback from faculty.

When the search committee has made a decision, it should circulate the report at least 3 days before the department meeting scheduled to discuss and vote on the motion.

### **Initial arrangements for campus visits:**

- Search committee chair makes initial contact with candidate regarding visit dates. Inform candidate they will be contacted by a department representative who will provide them with detailed reimbursement and expense guidelines. They will be expected to make their own airline arrangements and that we will take care of the hotel and other arrangements. Inform them that they will be expected to conduct a presentation on their research during their visit.