



LIBERAL ARTS
TEXAS A&M UNIVERSITY

HISTORY

New Faculty Handbook
Department of History
Texas A&M University

Rev. 12/2015

Welcome

Welcome to the Department of History at Texas A&M University! The objective of this handbook is to be neither comprehensive nor definitive but to provide new faculty members with general information and to introduce them to department practices and policies concerning teaching and research. Links to more specific and detailed policies, such as tenure and promotion, may be found at the end of this document.

General Information for New Faculty Members

Computer/printer: Mary Johnson will work with Liberal Arts IT in ordering and setting up your computer, so you need to provide her with information about your preferences (laptop vs. desktop, Mac vs. PC, etc.). Keep in mind that it will take some time to acquire and set up your computer. Let Mary know when you will be arriving so that she will know when you will need access to it.

Office & Keys: The Department Head and Mary Johnson will help you select an office from the spaces that are available. Mary will provide you with key(s) to your office and to the Glasscock building once you arrive. Please be advised that the building is locked around 5:00pm each day so you will need your keys to enter after that time (and on weekends).

Transportation & Parking: If you plan to drive to campus, you will need a parking permit. See Mary Johnson to arrange your parking preferences and obtain a permit. There is also a campus bus that services some off-campus neighborhoods. You can access information about the bus service at: <http://transport.tamu.edu/transit>. If you have a disability and need transportation assistance, visit this site: <http://transport.tamu.edu/Parking/disabled>. There is also a ride-sharing service. See: <http://transport.tamu.edu/Alternative/rideshare>.

ID card: Mary Johnson or Kelly Cook will get your UIN (University Identification Number) set up for you. (This can be done prior to your arrival). You will use this number for nearly all transactions with the University where a unique identification number is necessary. All students, faculty, and staff have a UIN and it generally takes the place of using a Social Security Number. Once your UIN is established, you will be given an authorization sheet to take to General Services Complex (750 Agronomy Road, Suite 2801), where you will have your photograph taken and receive an ID card (Aggie Card). You will use this card to check out library materials, access certain university facilities and services, and receive discounts at the bookstore and elsewhere.

Email Account: Mary Johnson will work with Liberal Arts IT in setting up your email account. Sometimes there's a short delay in setting up your email so, you may wish to have your email forwarded from a previous account if possible.

Benefits: Spend some quality time with the salary and benefits information that will be sent to you. Try to decide before you come what benefits you want and what retirement system you want to sign up for. You will need to take care of this as soon as you arrive on campus. Barbara Dawson will confer with you and help you through the process by providing you with the proper forms for both payroll and benefits. When you have signed all the pertinent documents relating to payroll and benefits, double check them and make copies of all of them and put them in your files. You should be aware that there is a 60-day delay in accessing insurance benefits at A&M.

Caution!

~After your initial enrollment, you will only be able to make changes to your benefits during Annual Enrollment (during July each year) or if your status changes (e.g. birth/death of a dependent/beneficiary, etc.).

~If you fail to sign up for an Optional Retirement Program (referred to as an ORP) within the first 90 days of employment, you are automatically and irrevocably signed up for the Texas Retirement Plan.

Phone & Fax: Most faculty offices no longer have a dedicated phone line. Should you require a land line, you may use the phone in the main office. When calling on campus, you need only dial the last five digits. When calling off campus, you need to dial 9 and then the seven-digit number. When calling long distance, you need to dial 9 but do not need to dial 1. Dial the area code and the seven-digit number. You may send and receive faxes in the main office.

Photocopying: There are two photocopy machines in the main office that can be used to copy classroom and research materials. The office staff does all photocopying. During the semester, you should give the staff 24 hours to complete requests. At the beginning of the semester, you should give them 48 hours. They can produce print or electronic copies of your materials. You can either drop off print materials or send electronic files to the staff member at the front desk (currently Barbara Dawson, b-dawson@tamu.edu) to be printed and copied. Print copies of exams will be kept in a locked cabinet until you pick them up. All other print copies will be placed in your faculty mailbox. Electronic copies will be emailed to you. In the effort to reduce costs and waste, the department strongly encourages you to use electronic copies of classroom and research materials whenever possible.

Teaching Guide “Helpful Hints”

Texas A&M is a Research 1 university of approximately 55,000 students (including 10,000 graduate students) studying in over 240 degree programs in 16 colleges and schools. The History Department is part of the College of Liberal Arts, and we currently have approximately 600 majors. In addition to these students, every semester we teach about 4,500 others in part due to the Texas State law requiring every student who graduates from a state-run institution to complete 6 credit hours in United States history. In upper and lower division, we regularly teach 6,000 students in history courses per semester. In practice this means that some of the students are both well prepared and highly motivated to do the work we demand of them while others may lag behind. Our challenge, therefore, is to provide the most engaging, substantive learning experience that we can, one that takes into account the different learning styles (haptic, visual, oral), and academic preparation of our diverse student population.

Courses: In the history department we offer several different kinds of courses:

100-/200-level: These typically are broad survey courses. They are open to all students (first-year, sophomore, junior, senior) and, depending on the content, can be ‘capped’ (enrollment limit) at anywhere between 100 and 315 students, often dependent on the rooms available and past enrollments for the course. The history faculty strongly encourages that, if possible, instructors incorporate a writing component (be that a short answer/essay on an exam, a short response paragraph/paper, or a longer written essay) into these classes.

300-/400-level: These courses are capped according to room size (but no more than 45 students) and are limited to students with junior or senior standing (although, at your discretion, you may ‘force’ enroll a student who has completed fewer credit hours). These courses generally are more specialized than survey courses, and there is no qualitative difference between a 300 and 400 level course in terms of student preparation or instructor expectations. The department faculty strongly recommends that all 300 and 400 level history courses incorporate a significant written component outside of exams and also that the component draw upon both primary and secondary sources if at all possible .

Honors courses: Honors sections of 100/200/300/400-level courses are periodically offered. They usually are capped at no more than 25 students and include a substantive discussion and written component.

“W” courses: All history majors are required to complete two “W” (writing intensive) courses: HIST 280/Sophomore Seminar and HIST 481/Senior Seminar before graduating.

HIST 280 This course is limited to history majors only, and is capped at 15 students. It is intended to introduce students to the historical discipline and provide them a practical opportunity to develop their critical thinking, reading and writing skills. This course includes an extensive writing component that adheres to the standards designated for “W” courses by the Center for Teaching Excellence: in-class writing instruction in at least 3 different class periods specified in the syllabus (often referred to as writing workshops or writing labs); an opportunity for students to make revisions based on instructor/student feedback to drafts of research papers, and at least 33% of the course grade explicitly linked to a writing component.

HIST 481/Senior Seminar: This course (capped at 15 students) serves as the capstone course for history majors. It is limited to history majors with junior/senior standing and, to those who have already completed HIST 280. Students must earn a "C" or better in this course in order to graduate with a history degree. This course also follows the criteria established for “W” courses by the Center for Teaching Excellence.

Many new assistant professors will teach 481 in their first or second semester and fairly frequently in successive semesters until their tenure review. Thus, it will likely be a staple in your 4-5 course rotation. Although the department has taken steps to ensure that students in all 300-400 level history write research papers based on both primary and secondary sources their levels of experience and expertise will vary prior to enrolling in HIST 481. When choosing class materials for any course, including 481, you should not assume that students fully understand how to identify and use primary sources. Plan to allot class time to explain and explore different types of sources and how to analyze them.

For more on the requirements for HIST 280 and HIST 481, please see:

<http://history.tamu.edu/misc/Requirements%20for%20HIST%20280%20and%20HIST%20481.pdf>

HIST 491/497: These designations are used when working with students on an individual bases (497 for honors theses).

600-level courses: These graduate level courses are restricted to MA and PhD students, preferably in history, and, in general, are divided into specialized content reading and research seminars. The exceptions are HIST 628 (historiography), HIST 629 (research methods and professional development), HIST 685 (directed studies for individual students), and HIST 691 (thesis research hours).

Course selection: In most instances, new faculty will have appropriate courses assigned to them when they arrive for their first semester of teaching. The lack of flexibility stems from the fact that classes for the fall semester have already been scheduled early the previous spring, before most new faculty are hired. Thereafter, however, new faculty (like all faculty) will have the opportunity to request courses (four choices for two classes

each semester). The department scheduler makes every attempt to accommodate these requests, though at times may need to seek alternatives.

The History Department strongly recommends that new assistant professors develop no more than 4 courses prior to one's midterm review and 5 at the most before one's tenure and promotion review. The purpose of this recommendation is to allocate sufficient time for research, writing, and publication. Be sure, therefore, to request courses that will likely be taught more than once. Assistant professors making excellent progress on research (i.e., having published their dissertation-based book manuscripts) may also be asked to teach a graduate seminar (usually as a 5th course).

Graduate Assistants (GATs):

Graduate Assistants or GATs (more commonly referred to as Teaching Assistants or TAs) are Ph.D. and M.A. students in the Department of History who receive funding (stipend and tuition waiver) for their work in large lower-division courses. The exact meaning of "large" varies from semester to semester depending on curricular needs and/or the size of the classrooms we receive from the Registrar. But generally speaking, courses with more than 100 students tend to be assigned a graduate assistant. The Director of Graduate Studies will inform instructors as soon as possible whether or not they will be assigned a graduate assistant so that they may plan their courses accordingly.

GATs are paid for an average of 20 hours of work per week. Their time includes the hours he or she spends attending class, reading the assignments, grading papers, and holding office hours. Please take this into consideration when deciding how many written assignments, exams, projects, etc. to include for each course. Instructors should not have their assistants lead discussions by themselves in the lecture hall. Instructors themselves are encouraged to hold discussion, though doing so in a large classroom can be difficult and require creative organization. New faculty would do well to consult more experienced colleagues who have successfully met this challenge. Each semester two U.S. surveys (one 105 and one 106), for the third hour of each week, divide into 12 sections conducted by four graduate assistant discussion leaders. These two surveys are generally assigned to senior faculty members.

Syllabus: Your syllabus is a very important document. It states the course's purpose, objectives, policies, assignments, expectations, and other essential information.

It is the responsibility of the faculty member teaching a course to distribute to students, at the beginning of each semester, the course syllabus and requirements. A list of the minimum requirements to be included on any course syllabus can be found at (curricularservices.tamu.edu/minimum-syllabus-requirements). GET CORRECT LINK. Well in advance of the first day of each semester, the department head will distribute to members of the faculty a reminder of the minimum requirements as well as a syllabus template with all the various clauses and policies. New faculty are welcome to ask the department head for a copy in advance as they prepare for classes for the first time.

Howdy System: Howdy connects faculty and students to Texas A&M resources, email, news, and important links—all with one login. Visit <http://howdy.tamu.edu> and assess the system with your NetID and password. All instructors, by state law, must post their course syllabi and CVs online in the Howdy web portal. Instructions—simple and intuitive—are provided once you have logged in.

Class Rosters: You can also view, print, and email your class roster through the Howdy system. Choose the "Instructor/Advisor" tab for all course-related functions. From here, you can email individual students, email an entire class, and find basic information about enrolled students (major, standing, UIN, etc.). This is where you will enter their mid-term and final grades. The registrar will send e-mail reminders regarding this process at mid-term and near the end of each semester. This site is also where you will upload your course syllabi and your CV.

If your class is full, you may have students asking you to "force" their enrollment in your class. This means your class will be over-enrolled. Most professors ask students to wait until near the very end of the drop/add period (usually the first week of classes) before considering this option. It is entirely up to you whether or not to force students in to your classes. Typically, however, it is not a problem to enroll an extra student or two when you are teaching a large class. The difference between 150 and 151 students will not have a dramatic impact on your teaching/grading. If, however, you are teaching a smaller class and have students wishing to be forced in, this may impact the classroom environment, assignments, and grading. Please do not force students into undergraduate seminars (280 and 481) that are full (15 students).

Classrooms and Technology: The Howdy system will also show the classrooms provided for your courses. When you arrive on campus, be sure to visit in advance the classrooms assigned to you. Most classrooms have technology that will enable you to teach dynamic classes with multiple options for interaction and instruction. The Instructional Technology Services (ITS) office can be tremendously helpful in terms of getting new faculty acquainted with the resources available in classrooms. ITS staff can visit a classroom with you before the semester starts to do a "run through" or demonstration of how the room's technological resources function. In addition, they offer a variety of free and very helpful training sessions on everything from using the eCampus system to Podcasting to online plagiarism detection programs such as turnitin.com. Visit their website at <http://itsinfo.tamu.edu/> for a schedule of training sessions and contact information for ITS personnel.

eCampus: This system is an online course management utility. It has a variety of functions but perhaps the most important is that it allows you to post course materials online. You can use eCampus to post syllabi, assignments, readings, links, and reminders, as well as conducting online discussions. Many faculty also use eCampus to post grades for individual assignments. Although you will use the Howdy system to post official mid-term and final grades, it is not set up for posting grades on specific assignments given

throughout the semester. Because, in accordance with FERPA (Federal Educational Right to Privacy Act), faculty must be very careful about posting student grades publicly (such as on an office door or through unsecured email), eCampus provides a safe and secure site on which you can post these grades. The eLearning system can also be linked to classroom technologies (like the CPS responders or "clickers") permitting immediate recording of in-class assessments. In order to utilize the eCampus system, you will need to request a "section" for each of your classes about a week before the semester starts. To do so, simply go to: <http://ecampus.tamu.edu/get-started.php> and follow the instructions. ITS offers very helpful training classes on using eCampus both as in-person workshops and through online modules.

Newer and more established faculty alike (the former more than the latter, perhaps) use the above technologies in their classes, and they can be a useful resource for finding help and answers to your questions. An increasing number of faculty use eCampus for a variety of course-related tasks, many use turnitin.com as a plagiarism prevention tool, and some use the CPS/clicker system for electronic in-class assessments. Many use PowerPoint for in-class presentations and some use mediamatrix (see below under Libraries) for showing films.

Books: Several months before the start of the semester, book orders for classes will be due (a reminder will be sent). You are encouraged to submit your book list directly to the A&M bookstore, located in the Memorial Student Center. To submit your order, go to the MSC bookstore homepage, (<http://tamu.bkstore.com>), click the 'faculty' tab and then follow the instructions. Because many students buy their books online or in off-campus bookstores, the MSC does not order enough books for all the students enrolled in your classes. Usually this does not present a problem, but it never hurts to double check that the university bookstore has received your book order and, indeed, ordered the correct books. Take a walk over to the MSC or follow-up with the manager of the bookstore.

Libraries: The main library (Evans) is conveniently located immediately facing the Glasscock building. The library has a number of useful services for patrons, including a utility called "Get It for Me," available on its homepage (<http://library.tamu.edu>). This service allows you to request materials from other libraries (like a traditional interlibrary loan), but also allows patrons to request chapters or articles in electronic format (.pdf's) from other repositories or from within the A&M libraries. The library also maintains active subscriptions with thousands of databases, journals (print and electronic), and other resources. These are generally accessible to faculty free of charge from on or off campus (using your NetID and password).

The Cushing Library, which contains rare materials and special collections, may also be of interest to you. Its holdings include a wide variety of materials on the history of the university, military history, and a several other specialties. Cushing librarians are interested in interacting with faculty and their students and welcome class visits. See their site at: <http://cushing.library.tamu.edu>.

In addition to the print and electronic resources available through the A&M library system, we are fortunate to have a large collection of media resources. The Media and Reserves department (housed in the library annex on the fourth floor) is a repository of films, television shows, music, and other materials that can be checked out, presented in one of their various showing rooms, or streamed online. The coordinator of the Media and Reserves department can assist you in reserving films, arranging showing times and locations, and getting materials on Mediamatrix, the online utility with which students can view films assigned in class on their home or campus computers.

Course reserves are also handled at Media and Reserves in the library annex. The library will place hard copies of books and articles on reserve for you. They also create e-Reserves if given enough notice before materials need to be available. This is a useful (and cheap) alternative to using course packs, which have become increasingly rare. The Media and Reserves staff can scan and post materials from the library's collections or from your own personal collection, when provided with them in plenty of time. Generally, they will send out email reminders each term about getting materials selected and ready for the next term. Students have free access to e-Reserves materials for each course in which they are enrolled using their NetID and password. Some may complain, however, that "the server was down" when they tried to access documents, especially at busy times of the semester so it is helpful to remind your students to get their documents early. You can set up your course reserve requests yourself online at: <http://library.tamu.edu/services/media-reserves>.

Another very useful resource at the library is Joel Kitchens (jdkitchens@tamu.edu). He maintains the library's web resources for history, including class and research guides, provides "labs" for history students (particularly useful for 280 and 481), and is generally a terrific source of information and advice on finding and using the resources available through the A&M library system. He has created a webpage specifically for resources relevant to history classes which is available via the library homepage. You can access that webpage by going to the library homepage, clicking "subjects" under Research Guides and then clicking the "history" tab.

Teaching Evaluations: In accordance with state law and university rule, Texas A&M requires computer read teaching evaluations. Approximately three weeks before the end of the term, a staff member will place a manila envelope with the appropriate number of Scantron forms for your course in your departmental mailbox. It is important for you to devote approximately 20 minutes of class time sometime before the end of the semester for the students to complete the 'bubble questions,' and to provide written comments on the back of the form. Pencils are available in the office for you to take to class. While students are filling out the evaluations, you should not be present in the room; you should instead ask a student to distribute/collect the forms and return them (and the pencils) to the departmental office.

In addition to these Scantron forms, you should feel free and are encouraged to develop an open-ended series of questions asking students to comment on their experience in your class. You may administer this supplemental evaluation at any point in the term, online or

on paper, and may find them more useful than the university evaluations in terms of course planning and revision. An on-line evaluation system (“PICA”) is also available for students to provide you with mid-term and end-of-term evaluations.

Research

Revising the Dissertation: At some colleges, faculty may be encouraged to let the dissertation “rest” before revising it for publication as a scholarly monograph. That is not the case at Texas A&M. Your primary objective during the first three years should be to revise the dissertation and place the manuscript with an academic press. Your peers inside and outside the department can offer you helpful ideas about which presses might best suit your field and have the highest standing in the discipline. You may find it useful to begin talking with editors as soon as possible. Even before you have revised the dissertation, do not hesitate to introduce yourself and your work to editors at academic conferences and other venues. These can be important contacts as your work advances.

There are two items that you will be asked to compile during your first semester.

- 1) Annual Report- On or about December 1, you will receive a “Faculty Member’s Annual Report” form, which all faculty members are required to complete and submit by January 20. Your completed form will detail the academic activities and accomplishments of the previous calendar year and will serve as the primary documentation not only for evaluation of job performance but also for merit raises for the next academic year. Around mid-March, the department's executive committee (made up of six elected members) will evaluate the faculty with the objective of locating each member in the appropriate category of performance using a five-point scale: 4 = Superior; 3 = Excellent; 2 = Commendable; 1 = Satisfactory; 0 = Unsatisfactory. Typically, areas of responsibility will be weighted as follows: Research 60%, Teaching 20%, Service 20%. On the basis of the completed evaluations and after consulting the executive committee, the department head will recommend specific salaries to the dean when the university budget becomes known. When the recommendations have been approved by the Board of Regents, usually by mid-August, the department head will notify each faculty member of their respective salaries. For a detailed description of this process, see “Procedures and Criteria for Annual Merit Performance Evaluation and Review,” located at the bottom of the department’s website.
- 2) Tenure and Promotion File: This file may at first seem to duplicate much of your Annual Report and is also due in mid-January—and thus invariably serves as a source of confusion for new faculty. And in fact, faculty and administrators often use the terms Annual Report, Annual Review, and T&P review interchangeably. In contrast to the Annual Report, only assistant professors assemble a Tenure and Promotion File. In every year of your probationary period, in February, the tenured faculty in the department use this file to evaluate assistant professors and monitor their progress toward tenure and promotion. The third year review (or

“midterm review”) requires a more formal procedure involving evaluations not only by the tenured faculty, but also the department head and the dean. And in October of one’s sixth year, the cumulative file serves as the basis for one’s tenure and promotion review—again, by the tenured faculty, the department head, and the dean.

Preparing this file each year is a building project. It is to your great advantage to start assembling your tenure and promotion file in your first year on the faculty. By the time of your third-year review and then by the all-important sixth-year review, you should have the necessary documentation at hand and in order, which in turn should allow you to reduce the stress normally associated with the tenure and promotion process.

The information that you should include in this file is very much the same that which you put in your Annual Report, only you need to present it in a different form—a series of files each labeled and containing a specific kind of information.

- I. The first file should be your **personal statement** of no more than 3 pages (single-spaced, 10 or 12 point font). In it you should write about what you have done and plan to do in the future in regard to research, teaching, and service.

Contents of the personal statement:

-In the research component of your personal statement (which should be longer and more detailed than the other two components), you should describe what you have published in the past year, discuss the status of forthcoming publications, describe the research you are conducting, and discuss your plans for future research and publications. This description typically includes a discussion of articles and/or book manuscripts that have been submitted for publication and papers delivered or to be delivered at academic conferences. Pay special attention to the progress you have made on revising your dissertation—new research, additional chapters, revised sections of chapters, etc. In this section you should also clearly articulate the scholarly significance and impact of your research agenda and specific publications. Do not be timid about seeking advice from your colleagues—including (or especially) those who have recently received tenure and the department head.

-In the teaching component, you should discuss your approach to teaching and the courses you have offered here at A&M. You should also identify any new courses that you hope to develop in the future. You can draw attention to innovative methods and/or materials you employ in your classroom(s) and discuss ways that you intend to improve and strengthen your teaching.

-In the service component, you should identify book reviews you have published, the committees you have served on here at A&M, and any other professional service that you have been engaged in such as committee work for professional organizations or acting as referee for articles in scholarly journals or manuscripts for presses/publishing companies.

The personal statement is a crucial component to your tenure and promotion file. Take it seriously and try to improve each year—so as to master the craft by year six, when it really counts.

- II. The second file should contain your curriculum vita arranged as directed in College of Liberal Arts, “Faculty Review, Tenure and Promotion Procedures,” pp. 9-10:
<http://liberalartscommunity.tamu.edu/docs/Bjobling/TenurePromotionGuidelines.pdf>.

Following the guidelines outlined in the above website, you should include a section listing all publications, separating refereed articles from those which were not refereed. You should also separate articles that have been published in scholarly journals from book chapters, essays in reference works, book reviews, and articles in quarterly bulletins, magazines, or newspapers.

Your vita should also include a section identifying your research in progress, another section listing the grants that you have applied for, and another section listing the professional organizations to which you belong.

The teaching component of your vita should include a complete list of courses by semester that you have taught since arriving at A&M and the enrollments for each of these courses. You should also list all independent studies projects that you have directed. (This includes both undergraduate 485s and graduate 685s). And finally, it should include a list of graduate committees on which you have served and graduate committees that you have chaired. Note: During your first semesters, you will not be expected to serve on graduate committees, so don't worry if you haven't done so.

The last item in your vita should be a list of ways you have served the department, the college, the university, and the profession.

The formal vita is required only for the third and sixth year reviews, but we ask that you follow the college guidelines every year so that the process becomes routine by year six. Ask your colleagues or department head for assistance!

- III. Subsequent files providing supporting documentation

The files in this section are meant to serve as documentation for items that you have mentioned in your personal statement and your vita. *Every line on your C.V. should have a corresponding document to support it (with the exception of your diploma and employment contract.)* See Appendix A for a more detailed list of items you should/can include among these documents.

- A. The first file in this part of your packet includes documents supporting your **research** file. In it you should place all of your publications such as monographs, articles, and book chapters, and conference papers as well as drafts of articles that you have submitted or that have been accepted. Please include as well a copy of your dissertation until you have the revised version published and in hand. Also include copies of correspondence with journal editors and editors at university presses or trade presses relating to those manuscripts. If the material has already been refereed, include the referee's reports and your response to the referee's reports as well as any letters or e-mails calling for further revision. Be sure to include letters indicating that your book or article has been accepted for publication with an estimate or expectation of when the book or article will be published. You can also include any requests for your work from others in your field such as requests for book chapters.
- B. The second file in your packet should include documents related to **grants and fellowships**. In it you should include copies of all of your grant and fellowship application materials. If you have been awarded a grant or fellowship, include the email and/or letter that indicates the amount of the award and the dates it covers.
- C. The third file in your packet should include the following documents related to your **teaching**: the syllabus for each class that you have taught as well as all quizzes, exams, and assignments. Include in this file also the summary portion of your course evaluations,
- D. The fourth file in your packet should contain additional **teaching support documents**. On occasion, you may get an unsolicited letter/email from a student who so enjoyed your class that he/she felt compelled to say so in writing. KEEP THESE unsolicited words of praise and put them in your teaching file. They will not carry as much weight as your teaching evaluations and your students' comments but they are, nevertheless, an indicator of your success in the classroom.
- E. The fifth file in your packet should include documents related to **service**. When you receive letters pertaining to service (thank you letters for serving on committees, invitations to deliver scholarly presentations on or off campus, correspondence relating to chairing,

commenting on, or otherwise organizing a conference panel, etc.), KEEP THEM and include them in this file. If you participated in professional conferences, photocopy the pages from the programs indicating the panel on which you participated and put them in this folder.

Note: There are some items that do not need to be included in your packets. They include salary letters, annual salary rankings made by the department's executive committee, and the annual report that you turned in for salary purposes. The information contained in your annual report should already be included in your personal statement and/or your vita.

Sample helpful hints from your colleagues regarding this process:

1. Keep a paper trail from the moment you arrive. You may want to print and file relevant emails, letters, and other documents as you receive them rather than searching for them in the weeks prior to delivering your packet of materials.
2. When you are putting together your annual tenure and promotion review files, do NOT be modest about your accomplishments. Toot your own horn, just as you did when you applied for this job.
3. It bears repeating: If you have questions about this process, ask the department head or another tenured faculty member. You might also consider asking a tenured faculty member(s) to look over your files before you turn them in. Tenured and untenured faculty may also be willing to share their files (particularly the personal statement and c.v.) with you as templates.
4. You will be asked to turn in this file in mid-January, often prior to the start of the semester. This is a particularly busy time of year, so to avoid feeling pressured, try to keep your material and c.v. updated so that you have less to do to prepare and submit it on time.

What happens next?

Once all the files have been turned in, the tenured faculty read them and then gather in February to discuss each junior faculty member's progress. They then vote on each untenured faculty member twice- one vote asks if the person is making satisfactory progress toward tenure. The second vote asks if the person should be renewed.

Based on the discussion and the votes, the department head will write a formal memorandum that will go in your permanent Tenure and Promotion file. In this memorandum, the department head will also provide his/her assessment of the candidate's progress toward tenure and promotion. The head will provide you a copy of the memorandum and then meet with you to discuss it.

Appendix A: List of support documents for your Tenure and Promotion files.

Research

- DO include things from before you came to A&M, at least in your first annual review.
- *For print publications that have already come out in print form*, simply include the book/offprint/journal itself. This does mean you need to include a complete physical bound copy of your dissertation, but once it comes out as a book then you're supposed to include the book instead, i.e. after year 3.
- *For publications that have come out in electronic form*, include a printout.
- *For accepted publications that have not yet come out* (always referred to as "forthcoming"), include a printout of the draft (just printing a Word document is fine) accompanied by printouts of the e-mail or letter you received telling you it was accepted, plus any details about when it may come out.
- *For publications that have been submitted but not yet accepted*, include a printout of the document and a printout of the e-mail confirming the submission.
- *For articles/chapters that are pretty much done but not yet submitted*, include a printout of the word document plus a note specifying what journal you are planning to submit it.
- *For articles/chapters that are underway but not close to done*, just leave them out; your vita has a place for listing current projects so you can detail your unfinished work there.
- *For past conference papers*, include a printout of the paper and either the pages from the original conference program or a printout or photocopy of the conference schedule showing your talk.
- *For upcoming conference papers*, include a printout of the confirmation e-mail saying it's been accepted, and a printout of the article if it's finished.
- *For review articles*, these go in Service, not in Research.
- *Also include "evidence of the importance of your work"* including:
 - Reviews of your publications
 - Articles, in print or online, which cite your work.
 - E-mails or letters from publishers interested in your work, even if you choose not to work with them.
 - E-mails or letters from colleagues asking you to give talks or write reviews for their journals or be on scholarly councils, etc.
 - E-mails or letters from prominent scholars that indicate that they've heard of you and think your work is good.
 - Invitations to colloquia, conferences etc.
 - NOTE: you may not have anything on this list; if not, it is OK, but do look around. Searching your e-mail backlog may yield some things you had forgotten about.

Grants

- DO include things from before A&M if you have documentation at least for the first year review. For small past grants that you may not have the papers for, do not worry about it. For major past grants—a Fulbright, for example—definitely include it.
- *For each past grant*, include
 - A copy of any certificate or other official piece of paper you received telling you got the grant. If there's no certificate, printouts of e-mails telling you that you received a grant are a fine substitute.
 - Any letters of support you have from host institutions.
 - A copy of the grant proposal or statement of purpose, though this is more important for grants you got at A&M than for earlier ones.
 - Note: On your vita, you should include the amount of your grants, past and present
- *For each pending grant application*, you will include a line on your vita indicating that you have applied for the grant, the amount of the award or stipend, the date you submitted the application and some indicator of the status (pending, wait-listed, etc.).
- NOTE: if this is a fairly skinny folder, that is OK the first year.

Teaching

- *For each course you've taught at A&M* (ignore all past teaching) include:
 - Syllabus
 - Any exams, essay assignments or other large graded assignments. Include a printout of the original assignment, not a completed student copy.
- *For future courses you are developing* to teach at A&M, include the syllabus.
- **NOTHING ELSE** goes in this folder.

Teaching Support Documents

- Once you have the *official student feedback forms* from your A&M teaching they go here.
- Include copies of the certificates for any *teaching awards* you've received, at A&M or elsewhere, or failing the certificate an e-mail or letter telling you got the award.
- If you have any, you can include *student feedback forms* for your teaching at past institutions.
- If you have received any unsolicited e-mails from students saying that they loved your class and you're wonderful and brilliant etc., print those out and include them.

Service

- If you have practically nothing in this folder your first year, that is OK.
- *Review articles you wrote*, or that have been accepted but not yet printed, go here, with the same documentation you'd provide for research articles (i.e. physical copy if out already, acceptance e-mails if not, recruitment e-mail if you have not yet done it.)

- *Editorial work you did* goes here, again with the same documentation. Remember, if you have a printed version of the thing, no other documentation is necessary.
- *If you were on committees at A&M*, include the letter/e-mail asking you to be on it.
- *If you did other random service at A&M*, figure out a way to document it. For example, if you did Aggie ALLIES training, include your registration confirmation. If you corresponded with someone about improving the study abroad program, or organized a job talk for graduate students, print out the e-mails. If you helped with a Glasscock Center working group, put that here. If you have not done any of this, that's totally understandable in the first year.
- *If you did any high-profile service at earlier institutions*, like helping to organize a conference or working group, include documentation from that.
- *If you have any non-scholarly publications* they go here, with the same documentation.
- *If you have received any awards for other activities*, they go here.
- *If you have presented in non-academic contexts, or been interviewed, or been on TV talking about history*, documentation goes here.
- *If you are a member of any academic organizations* (like the AHA) that goes here; try to find something you can print out to prove it, like a letter or e-mail from the secretary. It is especially important to document leadership activities within such organizations.

*REMEMBER: Your research is the most heavily weighted and carefully scrutinized aspect of your promotion and tenure files. It will constitute at least 50% of your personal statement and the physical file will be larger than those for teaching and service.

Research, teaching, and service are NOT weighed equally. Chairing five conference panels and attending six teaching workshops does not "count" the same as publishing an article in a peer-reviewed journal. Thus, the majority of your time and effort (especially after you have settled in and established your teaching routine in the first semester) should be spent revising your manuscript, securing a contract with an appropriate academic press, and preparing your book for publication. As a result, you may have to turn down many requests for your participation in less meaningful professional activities. Some of these invitations may come from your colleagues in the department or from elsewhere. At every turn, keep your publication goals and schedule in mind and politely but firmly refuse anything you deem a distraction.

Additional Sources and Information

Department of History Bylaws:

<http://history.tamu.edu/misc/bylaws.pdf>

Annual Review, procedures and criteria:

<http://history.tamu.edu/misc/Annual%20Review%20Procedures%2012%207%2012%206.pdf>

Tenure and Promotion criteria and procedures:

<http://history.tamu.edu/misc/HIST%20TP%20Statement.pdf>

<http://liberalartscommunity.tamu.edu/docs/Bjobling/TenurePromotionGuidelines.pdf>

<http://history.tamu.edu/misc/HIST%20TP%20Statement.pdf>

Faculty Handbook (Dean of Faculties):

http://dof.tamu.edu/sites/default/files/faculty_handbook/2014%20TAMU%20Faculty%20Handbook.pdf