

ADVANCEMENT STANDARDS TEMPLATES

ARTS & HUMANITIES 2026-27

Date: April 2026

Dept Name: History

Standards for Advancement: AY 2026-27

Series: Traditional Faculty, Scholar Series

1. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM): RESEARCH

I. REGULAR MERITS AND PROMOTIONS

A. Normal Merit Review

- 2-year cycle: 1-2 significant research articles and/or book chapters in edited collections in “A” and/or a significant edited or co-edited collection in “A” and/or drafts of unpublished book manuscript chapters in “C.”
- 3-year cycle: 2-3 significant research articles and/or book chapters in edited collections in “A” and/or a significant edited or co-edited collection in “A” and/or drafts of unpublished book manuscript chapters in “C.”

B. Fourth Year Appraisal

- 1-2 significant research articles and/or book chapters and/or edited or co-edited collections in the review period.
- Evidence that book manuscript will be completed and accepted by publisher within two years.

C. Assistant to Associate

- Completion of a book monograph accepted for publication by a reputable press.
- 2-3 published research articles and/or book chapters and/or edited or co-edited collections.
- Evidence of work toward a second major project, which may include some combination of a prospectus, grant proposal, conference papers, and/or articles.
- Professional visibility via fellowships, book reviews, conference papers, etc.

D. Associate to Full

- Completion of a second book monograph accepted for publication by a reputable press.
- OR a group of significant research articles and/or book chapters (5-7) .
- OR a combination of significant research articles, edited volumes, document translations (5-7).
- OR a combination of a smaller number of significant publications (2-3 major articles and/or edited volumes) AND 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.

E. Professor Step 6

- Completion of a third book monograph accepted for publication by a reputable press.
- OR completion of a second book monograph for scholars promoted to Full on the basis of articles and/or editorial production.
- OR a combination of significant edited collections and/or 6-8 substantial articles

F. Professor Above Scale

- Completion of a third or fourth book monograph accepted for publication by a reputable press.
- OR completion of another important scholarly project (edited volume or other published work) that makes a substantial contribution to public discourse.

G. Above Scale Merits

- Continued extraordinary research productivity relative to 50%, 100%, 150%, or 200% step increases.

II. ACCELERATIONS

- Accelerations within Assistant, Associate and Full Professor Scale
 - Accelerations across two merit steps normally require double the amount of publications required for a single step.
- Accelerations to or through promotions (to Associate or Full or Above Scale)
 - Associate/Full: Research productivity expected for promotion (book monograph or equivalent) PLUS that expected of an additional merit review (1-2 or 2-3 articles depending on 2 or 3-year cycle).
 - Above Scale: Meets expected standards Above Scale PLUS two book monographs and 3-5 substantial articles in the review periods.
- Acceleration within Above Scale
 - Continued extraordinary research productivity relative to 50%, 100%, 150%, or 200% step increases.

III. BOS

BOS will be considered for these categories:

- 1) a faculty member has combined nearly double the amount of research with a full teaching and service load in which they perform well.
- 2) a faculty member has won a research, teaching, or service prize from the campus, the UC system or a major national or international organization.
- 3) a faculty member has completed a term of service as the director of an institute or a center: Program directors may be considered for a BOS upon completion of their term, if they demonstrated outstanding leadership in creating and/or advancing the relevant program. Standard progress benchmarks will have to be exceeded and outcomes will need to have surpassed the norm.

Annual Evaluation Standards for IAH Directors are used as divisional models to define these metrics.

- 4) a faculty member has successfully completed a term of service as department chair.
- 5) a faculty member has successfully completed a term of service as a member of CAP or the CoC, has chaired a major academic senate committee (like UGC, GC, or similar), or served as an elected member of the Academic Senate Leadership.
- 6) a faculty member has successfully taught an overload equivalent to 1.5 times the regular teaching load (not including any thesis supervision, directed readings, and similar).
- 7) a faculty member does not have the research for a normal merit or because they are at a barrier step, but teaching and service are excellent – No change with BOS.
- 8) a faculty member provided extraordinary contributions to EDI in service, teaching, and/or research.

2. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: TEACHING

I. REGULAR MERITS AND PROMOTIONS

A. Normal Merit Review

- (Assistant level): Solid teaching of both lower and upper division courses. Normative teaching load is four courses per academic year.
- (Associate and full levels): Solid teaching of lower and upper division courses and graduate seminars and advising. Normative teaching load is four courses per academic year.

B. Fourth Year Appraisal

- Solid teaching of both lower and upper division courses.

C. Assistant to Associate

- Development of a variety of well-received course offerings, including lower and upper division, and graduate classes and/or seminars.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations, letters collected from students, additional teaching evaluations provided by colleagues.
- Additional weight may be given for teaching large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.

D. Associate to Full

- Continued teaching of a variety of well-received course offerings, including lower and upper division, and graduate classes and/or seminars.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations, letters collected from students, additional teaching evaluations provided by colleagues, and successful advisee outcomes, such as grants, awards, jobs, postdocs.

- Additional weight may be given for teaching large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.

E. Professor Step 6

- Continued teaching of a variety of well-received course offerings, including lower and upper division, and graduate classes and/or seminars.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations, letters collected from students, additional teaching evaluations provided by colleagues, and successful advisee outcomes, such as grants, awards, jobs, postdocs.
- Additional weight may be given for teaching large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.

F. Professor Above Scale

- Continued teaching of a variety of well-received course offerings, including lower and upper division, and graduate classes and/or seminars.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations, letters collected from students, additional teaching evaluations provided by colleagues, and successful advisee outcomes, such as grants, awards, jobs, postdocs.
- Additional weight may be given for teaching large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.

G. Above Scale Merits

- Continued teaching of a variety of well-received course offerings, including lower and upper division, and graduate classes and/or seminars.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations, letters collected from students, additional teaching evaluations provided by colleagues, and successful advisee outcomes, such as grants, awards, jobs, postdocs.
- Additional weight may be given for teaching large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.

II. ACCELERATIONS

- Accelerations at any stage require excellent teaching.

3. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: SERVICE

I. REGULAR MERITS AND PROMOTIONS

A. Normal Merit Review

- (Assistant level): faculty are normally protected from heavy service obligations and service expectations are kept to a minimum.
- (Associate and full levels): Solid record of service at departmental, campus, and professional levels.

B. Fourth Year Appraisal

- Service expectations are kept to a minimum, but we expect a growing record of service at the department level.

C. Assistant to Associate

- Service expectations are kept to minimum, but we expect a growing record of service at the department level.

D. Associate to Full

- Solid record of service at departmental, campus, and professional levels.
- Active involvement in departmental, divisional governance, and leadership.

E. Professor Step 6

- Substantial service to the department and campus-wide service outside of the department/school.
- Excellence in service at the professional level.

F. Professor Above Scale

- Continued excellence in service to department, campus, and profession.

G. Above Scale Merits

- Continued excellence in service to department, campus, and profession.

II. ACCELERATIONS

- Accelerations at any stage require excellent service.

4. NARRATIVE PRESENTATION OF STANDARDS FOR ADVANCEMENT

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: journal articles, book chapters, or other forms of original scholarship in “A” or submitted research articles and drafts of unpublished chapters of a monograph in “C”. 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 primarily a book discipline, CAP has acknowledged that our published output will not necessarily be even over several review periods between books. For pretenure 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. Expectations for university-wide service continue to increase from Professor Step VI, with significant leadership roles for promotion to Above Scale. We also take seriously candidates’ records in promoting principles of diversity, equity, and inclusion at the departmental, campus, and University levels.

The Department guidelines for items in the “A” category include public forms of knowledge production and dissemination if they meet the criteria for original historical research. Guidelines released in 2023 by the American Historical Association (AHA) for “evaluating this work in tenure and promotion cases” provide a framework for the inclusion of “diverse forms of scholarship” that “go beyond traditionally valued models of single-authored and peer-reviewed books, journal articles, and other essays.”¹ The Department’s evaluation of these works utilize shared disciplinary criteria: an original interpretation based on verified sources, some version of peer review, and their meaningful contribution to our understanding of history. In the self-narrative, colleagues should specifically address these issues in making the case for their inclusion in “A.”

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,

¹ <https://www.historians.org/resource/guidelines-for-broadening-the-definition-of-historical-scholarship/>

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.