

Department of History

Statement on Significant Professional Activity

The Department of History strongly encourages and supports committed teaching and scholarly and professional activity by its members. The Department recognizes that historians practice the discipline in a wide variety of ways, and it acknowledges this diversity as part of the vitality of the discipline. Scholars in history may explore political or diplomatic history, social history or women's history, economic history or cultural studies, to name just a few of the fields that constitute the discipline. In addition, many scholars in interdisciplinary fields – like environmental, ethnic, gender, or regional studies – produce materials of value as history. Because historians often address a much wider audience than some other disciplines, the profession and the Department also support attempts to make historical scholarship accessible to a wider public in innovative ways, including movies, museums, and TV and radio programs.

Scholarship in history can be categorized under three of the four categories identified by Ernest L. Boyer in *Scholarship Reconsidered: Priorities of the Professorate*.^{*} Most historical scholarship practiced by the Department falls into the category of “Scholarship of Discovery,” which in History means primary research in original sources. Faculty members of the Department also contribute to “Scholarship of Integration” – in history, making interpretive arguments and connections based on others’ primary research, as well as “Scholarship of Teaching.”

Thus the History Department is inclined to take an expansive view of what constitutes professional activity. The Department is also skeptical of setting rigid standards that would obviate the need for collegial judgment, but is willing to offer the following guidelines, in approximate rank order, for the evaluation of professional activity in history. At the time of presentation of a dossier to the Tenure and Promotion Committee, tenured members of the Department will also provide information evaluating the scholarly or public service qualities of the publications or performances presented in evidence by the candidate.

^{*} Princeton: Carnegie Endowment for the Advancement of Teaching, 1990. The fourth category, “Scholarship of Application,” is more difficult to apply to scholarship in History, although we strongly affirm that students apply knowledge of history to the personal and civic goals of liberal arts education.

- I. Scholarship of Discovery and Integration
 1. Scholarly books: monographs, translations, or edited works
 2. Scholarly articles, including review essays
 3. Invited lectures to scholarly audiences
 4. Papers delivered at national professional conventions
 5. Papers delivered at regional or local professional meetings
 6. Written work in progress, or submitted for publication
 7. Creation of websites related to history and teaching of history
 8. Editorial work for journals or electronic discussion lists
 9. Scholarly book reviews
 10. Panel participation as moderator or discussant at conventions
 11. Work in professional organizations or conference planning
 12. Books popularizing history or historical topics
 13. Articles on historical topics in popular journals
 14. Public lectures on historical topics to general audiences

- II. Scholarship of Teaching
 1. History courses focused on primary research topics
 2. Courses synthesizing new approaches to history
 3. Scholarship on pedagogy in history
 4. Participation in faculty workshops on historical topics or on pedagogical approaches to integrating history with other disciplines
 5. Consultation with colleagues within and without the College in the planning of colleagues' new courses

- III. Honors, grants, and awards
 1. External
 2. Internal

Adopted October 29, 2001