THE UNIVERSITY OF WEST FLORIDA
DEPARTMENT OF HISTORY

BY-LAWS

(Updated April 16, 2002)
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I. Mission of the Department

The Faculty of History seeks first to educate students, providing them the opportunity to explore the history of peoples and cultures from the earliest historic times to the present. We also help students to develop the skills of research, critical thinking, and writing. We are concerned with giving students the opportunity to prepare for careers, professions and graduate studies. Finally, we offer students the opportunity to study for personal enrichment.

The Faculty of History is dedicated to scholarship. As scholars, the faculty engage in historical research and writing and presentation of that research to the academic community and where appropriate to the community at large. We believe that our students also should be engaged in creative scholarship. We encourage them to prepare public presentations of their scholarship and to participate in professional programs whenever possible.

Finally, the Department of History, faculty and students, are committed to serve the community. All of the faculty participate in service to the university community within the department, the college and the university at large. Furthermore, some of us are active in state, local, and/or national professional associations. Each of us responds, when time permits, to serve the Northwest Florida community in a professional capacity, making presentations in our respective areas of expertise, judging History Fair in the local schools, conducting oral histories, providing internships, addressing and advising community groups and agencies and other activities where our specialize knowledge and skills can be applied. We also encourage our students to engage in such volunteer activities whenever possible.

II. Structure of the Department

A. Voting Rights

Faculty holding the rank of instructor, assistant professor, associate professor, and professor shall vote on all Department matters that are submitted for a vote except in the determination of tenure and promotion. Only faculty in tenure earning, i.e. assistant professor and above, may vote for tenure and promotion. A quorum is defined as 50% plus one of the voting faculty. Proxies will be accepted in all matters except for personnel decisions.

B. Committees

The Chairperson appoints all committees with the advice of the faculty. Permanent committees shall include:

Library
Curriculum
Graduate
Scholarship
Teacher Education
Personnel (Mentoring) Committee
Additional committees may be appointed by the Chairperson as need develops and shall be reported to the Faculty as soon as possible.

III. Academic Policies of the Department

All proposed changes in academic policy and curricula must be approved by the majority vote of eligible faculty. Proposed changes in academic policy must be provided to the faculty at least one week prior to the meeting during which the proposal shall be decided.

A. Academic Policies of the Department

Statement is attached as Appendix A to the By-laws.

B. Grading and Examination Policies

Grading and examination policies are left to the professional judgment of the classroom instructor. These policies should be in keeping with university and departmental policies and should be included in the syllabus given to students at the beginning of the term.

C. Student Grievance Procedure

Statement is attached as Appendix B to the By-laws.

IV. Departmental Meetings

There shall be at least one faculty meeting in each of the Fall and Spring semesters. Faculty may place items on the agenda by giving notice to the Department Secretary at least two days before the meeting. Any three faculty may call a meeting on their own motion at any time.

V. Personnel Policies/Procedures

A. Recruitment/Selection of New Faculty

Initial screening and interviewing will, in most cases, be conducted by a committee appointed by the Chair in consultation with the entire faculty. The final decision will be by a majority vote of the entire eligible faculty after a full discussion.
B. Mentor Committee

A committee consisting of three members, at least two of whom are members of the History faculty, will be appointed by the Chairperson to mentor new faculty. The Mentor Committee is expected to review progress toward tenure and promotion annually and add their report to the chairperson's annual evaluation of progress toward tenure. Copies of the Mentor Committee Review Report are to go directly to the reviewed faculty member (by an elected chair or the Mentor Committee as a whole, if the committee chooses to have a single report, or by individual committee members, if individual reviews are desired by the committee). A second copy of the committee report will go to the chair for inclusion in the overall new faculty member's annual evaluation. Like the chair's evaluation, the Mentor Committee Review Report going in the permanent file submitted to the dean must be reviewed and signed by the reviewed faculty member. All material in the annual file should be reviewed by the new faculty member and the Mentor Committee (including the dean's and provost's response to the department's evaluation). In addition, members of the committee should observe teaching and offer advice concerning service and scholarship during the entire review period as need is perceived.

C. Annual Evaluation Criteria and Procedures

Annual evaluations are the responsibility of the Chairperson. The criteria for merit, tenure, and promotion are contained in the Appendix (C, D, and E) of the By-laws.

D. Procedures for Annual Work Assignments

All assignments will be made, of course, in consonance with UFF-BOR agreements. The written document will specify class assignments, and address research projects and service functions. The work assignment will be regarded as the joint product of the Chairperson and the individual faculty member.

E. Policy for Summer Supplemental Contract Opportunities

The Department will follow the rotation established (see Appendix F) to allocate summer teaching opportunities.

F. Office Hour Policies

Full-time faculty teaching at least nine semester hours will be available to students through a minimum of five office hours per week, reasonably distributed.

G. Released Time Policy -- See Appendix G

VI. Chairperson's Role
The chairperson of the History Department shall be selected by the Dean of the College of Arts and Sciences upon recommendation of a majority of the faculty. The chairperson must be tenured and hold the rank of associate professor or professor. Recognizing that the chairperson of history, like all other administrators, hold only a one year contract in that administrative position, he or she may expect to hold that position for three years. At the end of the three year term the history faculty will either select another person to be nominated as chair or request that the dean reappoint the incumbent.

The chairperson is a key administrative officer in determining the quality of the University and in maintaining, on the part of the faculty, a sense of belonging to the University and support for its purposes. Not only is the Chairperson responsible to the formal administrative structure, but he/she is also responsible to faculty colleagues, students, and faculty governance units. The Chairperson's responsibilities and authority include the following:

A. The Chairperson is responsible to the College Dean for:

1. Carrying out the policies of the University and the College, and the specific directions of the Dean;
2. Assisting in the formulation of College and/or University goals and policies;
3. Representing the view of the Dean to members of his/her faculty;
4. Submitting five-year and annual planning documents which are consistent with the University and College missions and strategic goals and the aspirations of the department;
5. Enhancing the achievement of University and College goals through evaluations, disciplinary actions, and recommendations for merit raises, appointments, promotions, and tenure;
6. Formulation of budgetary requirements and the careful and effective management of activities of the unit within funds allocated;
7. Handling of faculty and USPS grievances in accordance with established procedures;
8. Fostering and encouraging cooperation between and among faculty units to enhance the efficiency and/or effectiveness of the College and University as a whole.
9. Ensuring that all hiring is consistent with national, state, and University EEO/AA policies and procedures; ensuring that all employment actions and all student program and activity actions are consistent with national, state, and University policies and procedures related to individuals with disabilities; ensuring that interactions between and among faculty and students are free from sexual and racial bias and harassment; and
10. Actively participating in the process of recruitment of students.

B. The Chairperson is responsible to members of the faculty unit for:
1. Acting as the spokesperson for the unit to persons and organizations outside the unit, both within and without the University. Stimulating innovative programs and activities within the University;

2. Stimulating innovative programs and activities within the faculty unit which are in harmony with the overall goals of the College and the University;

3. Creating an environment for and fostering opportunities for scholarship and professional growth of members of the faculty unit, especially in terms of teaching, advisement, and service; and

4. Engaging in teaching and research activities in a manner which does not detract from his/her responsibilities as a chairperson.

C. The Chairperson is responsible to students for:

1. Ensuring that the needs and aspirations of students, both while enrolled at UWF and subsequent to graduation, are reflected in the curriculum, course schedules, course content and quality, teaching quality, facilities, and attitudes of faculty members of the unit;

2. Representing the needs and aspirations of (majors) students to members of other disciplines and gaining interdisciplinary cooperation of faculty and administrators in meeting those needs and aspirations;

3. Providing an interface between students and professional groups outside the University;

4. Handling student suspensions, readmissions, probationary decisions, and graduate admissions in a manner which enhances the overall quality of the University; and

5. Handling student grievances and complaints in keeping with policies and procedures identified in the Student Handbook.

D. The Chairperson is responsible to USPS staff for:

Assigning work and defining work expectations that are reasonable and equitable;

2. Ensuring that an appropriate work environment is provided;

3. Ensuring that support personnel are treated with dignity and respect by faculty and students; and

4. Encouraging participation in professional development activities and assigning duties to prepare for promotional and other advancement opportunities.

E. The Chairperson is responsible to governing bodies for:

1. Participating actively on committees and councils as appropriate;

2. Recommending membership where appropriate and ensuring active and dedicated participation of members of the faculty unit in various committees and councils of the University; and
3. Cooperating with and carrying out the decisions and policies established through various governing bodies.

F. The Chairperson has authority within the faculty unit to:

1. Approve academic programs and priorities within the faculty unit for presentation to various approving bodies, the Dean and the Provost/Academic Vice President;
2. Assign academic counseling and teaching responsibilities;
3. Approve budge proposals for submission to higher authority;
4. Allocate resources in support of teaching and research functions within the unit;
5. Initiate recruitment actions and provide recommendations to final hiring authority consistent with EEO/AA policies, goals, and procedures;
6. Evaluate faculty and make recommendations for promotion, tenure, and disciplinary action;
7. Recommend initial salaries at the time of hire and annual salary increases within guidelines established by the BOR, Provost, and the College Dean;
8. Exercise direct supervision over USPS and A&P personnel assigned to the unit; and
9. Where there are conflicts between or among the above duties, such conflicts shall be resolved, subject to federal and state laws and regulations, in priority of:
   a. the professional standards and codes of relevant professional organizations such as the American Psychological Association or the American Sociological Association
   b. the obligations to students
   c. the obligations to faculty
   d. the obligations to higher administrators
APPENDIX A

STATEMENT OF ACADEMIC POLICIES

DEPARTMENT OF HISTORY

Welcome to the Department of History as a major in one of our programs or a student taking a history course. The faculty believe that your association with our department will be intellectually stimulating and productive.

While each faculty member is essentially in control in course structure and requirements for his/her courses, there are certain agreed upon common expectations you as a student will use as guidelines.

1. **Class attendance** policies will be announced by each faculty member. You are expected to attend each class and to be prepared for lecture, discussions, and reports.

2. **Assignments** are your responsibility. The instructor will announce his or her position on late assignments. Any request for extension of time must be made before the due date.

3. **Make up exams** are, again, the prerogative of the instructor. The department as a whole does not encourage students to expect them.

4. **Cheating and plagiarism.** We shall tolerate no cheating on examinations and no plagiarism of written work. In the event that such behavior is documented, the instructor will assign that student an "F" for the course in which the offense occurred. The chairperson of the department and the dean of the College of Arts and Sciences will be notified concerning the specific nature of the offense. Where additional penalties seem just, the instructor and/or chairperson will refer the case to the Office of the Dean of the College of Arts and Sciences for further action as outlined in the rules of the Florida Administrative Code. Each student has the right to appeal the charge of cheating or plagiarism and the right to examine any materials in his/her files.

5. **An incomplete grade** is not a substitute for withdrawal from a course. A student who has successfully completed at least 70% of the work and has clearly established extenuating circumstances for not completing the course work may request an incomplete grade and, at that time, make arrangements with the instructor for completion of the work.
APPENDIX B

DEPARTMENT OF HISTORY
PROCEDURAL GUIDELINES FOR STUDENT GRIEVANCES

In order to institute an equitable procedure in hearing and resolving student complaints or grievances concerning faculty members in the Department of History, the following informal and formal guidelines have been established by the Department of History. These guidelines have been established to provide a standardized step procedure that insures both a proper airing of a student's grievance and a safeguard against unwarranted professional injury to a faculty member. It further serves as a statement by the History faculty that such grievances are taken seriously by the Department, provides due process for both the student and faculty member, and gives both authority and guidance to the chairperson to arbitrate such matters in a clear and concise way to ease potential tension and, hopefully, resolve conflict and misunderstanding before it reaches a damaging stage for either party.

PROCEDURE

STEP 1 - Student lodges a verbal complaint to the History chairperson, outlining clearly the nature of the grievance and the perceived remedy to bring about satisfaction. Chairperson advises the student to personally contact the faculty member to outline the grievance and bring about a resolution, if possible, in order to avoid the registry of a formal complaint potentially injurious to either or both parties.

STEP 2 - Chairperson contacts the accused faculty member concerning the student's complaint and registers the faculty member's reaction and proposed resolution of the grievance.

STEP 3 - Chairperson contacts student concerning the faculty member's reaction and proposed resolution of the conflict. If acceptable to the student, the grievance procedure is terminated. If further negotiation is necessary or no resolution is apparent, a joint meeting of the parties with the chairperson is held to resolve differences.

STEP 4 - If resolution is not attained, the chairperson submits the case to the History Department's Grievance Committee (made up of at least three regular members of the History Department, excluding adjuncts, and one undergraduate or graduate History student that is neither in the accused faculty member's class nor his/her advisee) for a hearing. The results of the committee's findings are given to the chairperson, who then communicates the committee's findings to the parties involved. If resolution of the grievance is not attained after this contact, the informal phase of the procedure ends and formal action is then taken.
STEP 5 - If the student wishes to press the grievance beyond the informal stage (outlined in steps 1 through 4), the formal procedure begins with a full written statement by the student outlining the nature of the grievance, evidence of the same, and a proposal to bring about satisfaction of the perceived wrong. The accused faculty member is then asked to submit a rejoinder and both are submitted to the Dean's office, along with the chairperson's assessment of the case and the steps taken in arbitration up to that point.

STEP 6 - The Dean, upon receipt of the above-mentioned information, may call the chairperson and the two aggrieved parties into a consultation meeting in order to bring about a resolution, or depending on college or university procedures, submit the case to an appropriate committee for processing.
APPENDIX C

Criteria for Merit in Annual Evaluations

Judgments of merit will be made by the Chairperson, who may request the advice of other faculty members. Generally the competence of each faculty member will be judged in terms of specific tasks and goals as designated in the annual work assignment. To state all criteria and the relative merit of different types of tasks is not possible; however, the chair and faculty are expected to evaluate colleagues with the highest regard for academic standards and for fairness.

Scholarly and Creative Activities

Evidence of Scholarship includes publication of monographs, articles in refereed scholarly journals, articles in edited books, bibliographical essays, and book reviews. In addition, one may receive recognition for presentations at academic conferences. Refereed publications are the most valuable. In addition to publications and presentations, a faculty member may obtain some recognition for producing evidence of sustained, productive scholarly research (submission of manuscript for publication, manuscript preparation, collection of documents, notes etc.).

Teaching

The following factors are significant in the evaluation of teaching.

1. Courses should be well organized.

2. Course content should be appropriate to the designated objectives and subject matter of the course; class time should be effectively devoted to such appropriate content.

3. The faculty member must communicate clearly and effectively in the classroom.

4. Course requirements, grading techniques, and grading standards should provide equity to students and to uphold traditional academic standards.

5. The faculty member should work to develop and maintain knowledge of the subjects which he or she teaches. Course content should reflect the faculty member’s knowledge of recent scholarship in the subject area, e.g., selection of topics, resource materials, and content of lectures.

6. The faculty member should post adequate office hours (5 office hours per 9 s.h. of teaching), maintain those office hours, and keep appointments with students.
7. The faculty member should keep adequate records to substantiate grades and keep student advisement folders as accurately and up to date as possible.

Service

To be awarded merit recognition for service a faculty member may accomplish a major assignment to help History Department programs or community groups, academic or otherwise, in which history has a major interest. Examples of such service would include providing talks to historical societies or other history oriented groups in the area; serve actively as a member of an editorial board, or member of historical society board of directors, or the equivalent; act as faculty advisor to the History Club or Phi Alpha Theta; serve on department, college, and university committees.
APPENDIX D

TENURE

Persons under consideration for tenure in the Department of History must demonstrate significant accomplishment in three areas: Teaching, Scholarship and Service. A Mentor Committee will be appointed for each new faculty member hired.

Teaching

Excellent teaching is expected. This is to be determined by student evaluations which should consistently be on the upper end of the scale. That is, the "Student Evaluation of Instructor/Course" should have a majority of the ratings in the good and outstanding categories. The Department Chair, members of the Tenure Committee, and members of the Department will evaluate the candidate's teaching through periodic visits to the candidate's classes in accordance with BOR/UFF and UWF rules and regulations. The Department consider the candidate's course material, such as syllabi, outlines, exams and handouts. The Department requires careful advisement of history majors and other students along with careful attention to record-keeping.

Scholarship

Significant evidence of scholarship shall include a monograph published by a respected university or trade publisher, or two articles/chapters in refereed journals, or one article/chapter in a refereed journal along with two scholarly presentations at state, regional, national, or international meetings. A candidate for tenure is to provide tangible evidence of ongoing scholarship that might include: grant requests and/or awards, scholarly presentations accepted at state, regional, national, or international conferences, drafts of publications, and submitted manuscripts. Further clarification of these requirements and information on interpreting them for non-traditional historical fields, such as public history, appears in Appendix I, Hierarchy of Scholarly Activity.

Service

The Department expects that the candidate will have a strong University, professional, and community service record, although service is less significant that scholarship and teaching. University service includes such activities as sitting on department, college, or university committees, moderating the History Club or Phi Alpha Theta, and becoming involved with student recruitment. Forms of professional service may include elected or appointed positions on local, state, regional, national, or international professional organizations, editing a scholarly journal, refereeing scholarly works, chairing panels and roundtable presentations at conferences, and acting as evaluators of academic programs at other institutions. Public service consists of such activities as working with the public schools on events such as History Fair, giving historical presentations to local businesses, organizations, programs, or schools, and being active
in local, state, regional, or national service organizations. Public service may also include appointment or election to city, county, state or national commissions or committees.
APPENDIX E

PROMOTION TO ASSOCIATE PROFESSOR

To merit promotion to associate professor, an assistant professor must enjoy a reputation as a highly successful teacher, using the same criteria for teaching, scholarship, and service as required for tenure. A candidate must be highly regarded by teaching peers who are associate or full professors. They should have demonstrated repeated evidence of quality scholarship by publishing a monograph with a respected university or trade publisher, or three articles/chapters in refereed journals, or two articles/chapters in refereed journals along with giving two or more scholarly presentations at state, regional, national, or international meetings. Further clarification of these requirements and information of interpreting them for non-traditional historical fields, such as public history, appears in Appendix I, Hierarchy of Scholarly Activity.

PROMOTION TO FULL PROFESSOR

To merit promotion to full professor, an associate professor must continue to establish his/her reputation in all three areas of traditional faculty responsibilities-teaching, scholarship and service-over a number of years beyond the appointment to associate professor. Teaching should continue to be good or outstanding. Research shall be especially productive and of high quality. As a minimum, it should consist of either a monograph published by a respected university or trade publisher and three articles/chapters published in refereed journals or a monograph published by a respected university or trade publisher, two articles/chapters in refereed journals, and two or more scholarly presentations at state, regional, national, or international meetings beyond what the candidate for promotion had when he or she became associate professor. Service to the college and the community must be noteworthy for its impact and intrinsic value. Further clarification of these requirements and information on interpreting them for non-traditional historical fields, such as public history, appears in Appendix I, Hierarchy of Scholarly Activity.
APPENDIX F

ROTATION FOR SUMMER SUPPLEMENTAL CONTRACT OPPORTUNITIES

In the event that a summer line is not available to every History faculty member who desires one, the following rotation has been established to determine the order in which faculty members will be denied a summer line. (The lowest number will be the first denied.)

1. Dr. Patrick Moore
2. Dr. Jay Clune
3. Dr. Marylou Ruud
4. Dr. George Ellenberg
5. Dr. Daniel Miller
6. Dr. James Miklovich
7. Dr. Jane Dysart
APPENDIX G
GUIDELINES FOR THE GRANTING OF RELEASE TIME

In consideration of the pressures placed upon faculty to engage in professional activities for promotion and tenure, and in consideration of the increasingly limited resources available to support such activities, it is incumbent upon the History Department to utilize its own resources to provide the opportunity to meet the professional requirements placed upon its members as well as afford them an opportunity to continue their professional growth beyond mandatory requirements. To that end, the following guidelines have been established by the History faculty both as a statement of what it considers appropriate professional activity (therefore giving guidance not only to its own membership, but to faculty committees and administrators who sit in judgment of History faculty in cases of tenure and promotion) and to establish the criteria for an equitable distribution of release time.

First of all, it is the opinion of the History Department that every department member ought to have access to release time regardless of the project proposed as long as it falls within the parameters of a defined activity that warrants release time. Those activities include research for courses or course development, research on grants, professional papers, publications, cooperative research or teaching exchanges, and matters pertaining to professional development or renewal. While other activities can, and should, be considered, they should demonstrate professional merit.

In order to insure equity, once release time from teaching a course(s) is given to a faculty member by the department, that faculty member should not be given departmental release time from another course(s) until all other members of the department have been given the same opportunity. Once the entire cycle of release time has been given to all faculty, a new cyclical order should be worked out among the faculty to gain consensus and to take into consideration the timeliness of projected needs and developments. Once established, the cycle can only be changed upon the consent of the faculty and the chair or, pending no complications in course scheduling and offerings or other scheduled commitments, faculty members can exchange their positions in the established cycle to accommodate special or unforeseen needs of a colleague.

In any case, it is the intent of this document to provide equity in the system in allowing everyone an opportunity to lighten their teaching load from the department in order to improve their skills or pursue a project that will, in some way, benefit the department, its programs, and its students as well as the faculty member. It is hoped further that this proposal would keep individual faculty members from abusing the release time privilege; keep administrators from doing the same; provide a basis for long-range faculty and department planning; and provide a research stimulus and morale boost to faculty. It is the department's belief that every faculty member has the right to see merit in his or her professional development proposals and to be given recognition for the same. So as not to discourage initiatives taken by faculty members to secure release time outside the department (e.g., sabbaticals, alternative work schedules, grant operation, etc.), the securing of outside release time should have no bearing upon the granting of internal
departmental release time once a schedule of release time is established (especially if faculty attempt to secure outside release time to complement their departmental release time
GUIDELINES FOR THE APPOINTMENT AND DISMISSAL OF GRADUATE TEACHING AND RESEARCH ASSISTANTS, GRADERS AND OTHER WORKING STUDENTS IN THE HISTORY DEPARTMENT

All appointments of graduate teaching and research assistants, graders and other working students (either graduate or undergraduate) in the History Department shall be made by the Chairperson upon the recommendation of the History faculty. Such appointments shall be made on the general basis of student quality and appropriateness for said positions and shall include, but not be confined to, GPA, academic qualifications, background, experience, demeanor, ability to perform assigned tasks, take instruction, compliance, professionalism, timeliness and ability to work with students and his or her supervisor. Once appointed, failure to perform adequately in any of these areas can lead to non-renewal of appointment or immediate termination of appointment upon the recommendation of the supervisor, the History Graduate Committee and the Department Chairperson.
APPENDIX I

HIERARCHY OF SCHOLARLY ACTIVITY

The nature of scholarly activity in the historical profession varies with field (for example, political, social, military, economic, cultural, or diplomatic history, on the one hand, and public/applied history, on the other hand) and methodology (for example, traditional narrative, quantitative, and oral history). While each candidate for tenure or promotion must account for the content and significance of their scholarly activities, the guidelines in this appendix provide the department with a clear understanding of how various scholarly activities compare and rank in importance. In all circumstances, the Department’s evaluation of each candidate will depend less on the quantity of material he or she submits and more on the quality of the scholarly activity, which includes originality, significance, and level of difficulty.

In considering a candidate for tenure or promotion, the Department considers a monograph published with a respected university or trade publisher as the most valued demonstration of scholarly activity. The Department understands a monograph to be original research based on primary sources, such as archival material, documents, interviews, oral histories, and material culture, as well as secondary sources, including scholarly books, articles, chapters, and reports. The Department considers a reputable press to be any academic or commercial publisher that is recognized in the field, makes its publications available commercially, requires that manuscripts complete a blind referee process, and submits manuscripts to rigorous editing.

Less significant than monographs are books that are edited works, such as documentary or critical editions, collections of primary sources that contain introductory material or notes that aid the reader in interpreting the documents, translations with introductory material or notes, and edited works containing chapters from other academics or professionals. Also in this category are textbooks, popular histories, and book-length bibliographies. These works generally lack original research using primary sources, but they are significant undertakings that demonstrate the author’s capacity to incorporate the latest body of secondary literature and convey his or her perspective to a wide audience. The publisher of such works in this section shall be a reputable press as outlined above. Contained within this category are published and unpublished significant research reports, policy papers, commissioned studies, bibliographies, databases, environmental studies, community studies, contract research reports, policy papers, contextual analyses, and archival projects, such as those in the fields of historic preservation and cultural resource management, resulting from contracts or grants. The Department also includes in this category major museum exhibits along with films, documentaries, and television programs.

The third level of scholarly activity includes articles based on original research using primary and secondary sources. These articles must appear in respected scholarly journals with state, regional, national, or international distribution that accept contributions only after a rigorous process of blind refereeing and editing. The Department shall consider chapters in edited books that meet the criteria for edited works listed above on the same level as articles. Chapters and articles shall have a minimum of 10-12 printed pages. Equivalent to articles and chapters based