

DEPARTMENT OF HISTORY
PROMOTION AND TENURE GUIDELINES

COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY

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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

INTRODUCTION

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2 The History Department takes great effort and care to hire and retain the very best
3 faculty. It fully expects that each of these faculty will meet or exceed the requirements for tenure
4 and for promotion at all ranks. To that end, the department is committed to doing all it can to
5 support the work of its faculty so that they may contribute to their particular field of history and
6 to the work of the university.

7 The College of Arts and Sciences, in order to help make the evaluation process for
8 promotion and tenure rigorous yet fair, asks each department to write its own set of guidelines to
9 describe discipline-specific criteria for promotion and tenure. The guidelines of the Department
10 of History express the philosophy that will guide departmental evaluators and provide candidates
11 a clear description of departmental expectations and procedures. Each candidate, in turn, should
12 consult both the Georgia State University Promotion and Tenure Manual for Tenured and
13 Tenure-Track Professors and also the College of Arts and Sciences Promotion and Tenure
14 Manual, for guidance in preparing and submitting the dossier portion of their applications for
15 tenure and promotion, and for details of the University and College expectations.

16 The Department of History evaluates all candidates in three areas of professional life:
17 professional development, teaching, and service. As will be described later in this document, the
18 department values all of these areas highly and has established specific expectations for
19 performance by its members in each one. The College of Arts and Sciences Promotion and
20 Tenure Manual states that for a candidate to be awarded tenure and promoted to the rank of
21 Associate Professor, he or she is expected a) to have developed a substantial body of work that
22 has already contributed to the advancement of his/her discipline as determined by peers within
23 and outside the University and b) have a record of growth in research, scholarship, and creative

24 accomplishments that demonstrates a strong likelihood of a continued upward trajectory.
25 Candidates for promotion to associate professor should be establishing a national reputation in
26 their field. They must also demonstrate high quality teaching and evidence of effective service
27 appropriate to their rank.

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PROFESSIONAL DEVELOPMENT

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The Department of History views professional development as encompassing various activities that advance our discipline by creating or extending historical knowledge and modes of inquiry. While the essential core of professional development is research and its dissemination, professional development also includes all other activities that support or enhance research in the field, including reporting at professional meetings; reviewing, editing, or refereeing other publications; creating historical knowledge resources (such as the generation of oral histories, archival collections, or archeological findings, for instance); and interpreting history for or with public constituencies in a variety of media (such as exhibitions, digital resources, film and video, or government reports). Research outcomes should be judged on whether they are appropriate to stated goals and whether they produce valuable products. Success can be achieved in a number of ways, although the department recognizes that the field of history is normally a book-oriented discipline.

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Candidates will be evaluated on the whole body of their work. The department's goal is to foster production of high-quality scholarship, and every candidate must meet that standard. Since peer review is one of the fundamental principles of scholarship, we will rely heavily on that process and on comparable peer review scrutiny. Work that has not been refereed will be given little credit. In general, textbooks and pedagogical works will be considered as

47 contributions to teaching unless the text can be shown to make significant or seminal
48 contributions to the scholarship of the field.

49 Obtaining extramural grant support for one's research is a highly valued professional
50 development activity, especially for tenured faculty, and success in seeking grant support,
51 particularly from national sources, will weigh heavily as evidence of scholarly reputation. Grant
52 support is a means to an end, so that publications or other final products are expected to follow.

53 Scholarly activities such as organizing sessions for professional meetings and reviewing,
54 refereeing, and editing the work of others also are valued activities. In special subfields historical
55 research may more commonly take the form of critical documentary editions, major websites,
56 new artifact or source collections, historical register nominations, museum exhibitions, or other
57 interpretive products of value.

58 The department recognizes that a loose hierarchy of scholarly journals exists in the
59 various fields and subfields of history. It recognizes that valuable work that offers innovative
60 approaches, new ideas, or evidence that challenges existing knowledge may not be published in
61 the best-known journals and presses. It further recognizes that important contributions to
62 scholarship may appear in new forms of refereed media such as web-based journals, and edited
63 databases.

64 The department evaluates a candidate's publishing record by a variety of criteria,
65 including but not limited to 1) the work's impact on the field, shown through reviews, citations,
66 honors and awards, or other evidence; 2) the prestige or standing of the journal in which an
67 article appears or the publisher of a book or book chapter; 3) the candidate's explanation of the
68 importance of the work; 4) the comments of outside reviewers in the promotion and tenure
69 review process; and 5) the Committee's own evaluation of the work.

70 For public history and other subfields, the department assesses quality around a similar
71 set of criteria as appropriate to the field: 1) a work's impact on the field, shown through reviews,
72 citations, honors and awards, or other evidence; 2) originality, quality, and success in engaging
73 stakeholders, public audiences, or other constituencies; 3) the candidate's explanation of the
74 importance of his or her work; 4) the comments of outside reviewers in the promotion and tenure
75 process; and 5) the Committee's own assessment of a candidate's work.

76 Perhaps the issue of most concern to candidates is the number of publications required for
77 promotion and tenure. The College mandates that individual departments set the requirements for
78 meeting the standard for promotion and tenure. Toward this end, the department offers guideline
79 numbers, with the understanding that there is no absolute magic number. A smaller number of
80 works of outstanding quality might be evaluated as equal or superior to a greater number of
81 publications of lesser quality. Because history is a book-based discipline, the book will in most
82 cases constitute the major portion of the candidate's research activity and will—again in most
83 cases—be given far more weight than any other form of publication in making determinations of
84 scholarly productivity. For historians, journal articles and chapters in edited volumes are also
85 substantial pieces of work, of significant length and impact. They often involve work over more
86 than one year and research in numerous archives in locations requiring national or international
87 travel. Therefore we also regard articles and chapters as important contributions to scholarship.
88 The department also recognizes that there may be scholars with academic appointments in the
89 History Department who work in other disciplines or in subfields of history in which articles
90 rather than books are the primary and most influential form of publication, although in those
91 cases the Department urges candidates to explain clearly that national/international reputations in

92 their specialized sub-field typically are generated through the publication of articles and/or book
93 chapters rather than monographs.

94 **Categories of Professional Development**

95 The candidate for promotion and tenure must submit written evidence of professional
96 development organized according to the categories of professional development listed in the
97 college manual (section V.E.). Types of evidence include: 1) books and monographs, scholarly
98 writings in journals, chapters in books, and book reviews; 2) awards and grants; 3) presentations
99 at professional meetings; 4) significant professional services; 5) general recognition within one's
100 discipline; 6) recognition by national, scholarly, and professional associations; and 7) specialized
101 professional activities appropriate to the discipline, particularly for specialized subfields. In
102 addition to the items enumerated below, the candidate must provide copies of all publications
103 and grant proposals listed. Clear documentation must be provided for works accepted for
104 publication. Work in progress and work submitted but not yet accepted for publication may not
105 be included. In the absence of a publications record that self-evidently meets the requirements
106 for promotion to a given rank, the candidate is expected to offer a compelling rationale for the
107 importance, direction, and progress of his or her research since initial appointment to the
108 department or since promotion to the candidate's current rank.

109 1. Books and Monographs, Scholarly Writings in Journals, Chapters in Books, and Book 110 Reviews

111 A. Books and Monographs

112 The candidate should provide a list of books or monographs published or accepted for
113 publication. This list should include the title, publisher, date (or projected date) of
114 publication, and a brief description of the work and its contribution to the field of history. For

115 works accepted for publication, clear indication should be given of the item's scheduled
116 publication date, with supporting documentation.

117 B. Published Articles

118 The candidate should provide a list of published articles and those accepted for publication.

119 The list should include for each article the title, the journal, volume, date (or projected date)
120 of publication and a brief description of the article and its contribution to the field of history
121 and to the candidate's subfield. For works accepted for publication, clear indication should
122 be given of the item's scheduled publication date, with supporting documentation.

123 C. Chapters in Books

124 The candidate should provide a list of chapters that have been published in edited books and
125 those accepted for publication. This list should include for each chapter the title of the
126 chapter, the title of the book, the book's editor(s), the publisher, the date (or projected date)
127 of publication, and a brief description of the chapter and its contribution to the field of
128 history and to the candidate's subfield. For works accepted for publication, clear indication
129 should be given of the item's scheduled publication date, with supporting documentation.

130 D. Book Reviews

131 The candidate should provide a list of book reviews published or accepted for publication,
132 including the author and title of the book reviewed, its place of appearance, and the date (or
133 projected date) of publication.

134 2. Awards and Grants

135 The candidate should provide a list of all research grants and awards, and all fellowships, travel
136 awards, and personal development grants that supported the candidate's scholarly research and
137 professional development. This list should include the title of each successful application, the

138 awarding agency, the amount and period of the award, and the precise nature of the research
139 project. The candidate must also provide copies of official letters of award. Candidates may also
140 include lists of unfunded applications as evidence of one's effort to obtain outside funding for
141 research and writing.

142 3. Presentations at Professional Meetings

143 The candidate should provide a list of presentations at professional meetings. This list should
144 include the title of the presentation, the type of presentation (paper, invited paper or speech,
145 symposium presentation, or roundtable discussion), the name, location, and date of the meeting,
146 and a one- or two-sentence description of the presentation.

147 4. Significant Professional Services

148 Significant professional services in History include serving as a journal editor or associate editor,
149 member of an editorial board, referee for scholarly journals or granting agencies, member of the
150 program committee for a conference or of a review panel for proposals, and consultant for
151 professional organizations and public agencies. The candidate should provide a list that includes
152 the activity, organization, and dates of service.

153 5. General Recognition Within the Discipline of History

154 Invitations received for colloquium presentations or workshops at professional associations or
155 other universities, and reviews and citations of published work will be viewed as evidence of
156 scholarly reputation. The candidate should provide a list of titles, locations, and dates for invited
157 presentations and, in the case of reviews and citations, a complete bibliographic citation of the
158 works in which they appear.

159 6. Recognition by National, Scholarly, and Professional Associations

160 Honors, such as fellow status, and awards from scholarly and professional associations that result
 161 from the candidate's research contributions will be viewed as evidence of scholarly reputation.

162 7. Professional Activities in Specialized Subfields in the Discipline of History.

163 The Department of History recognizes the importance to the discipline of specialized
 164 subfields. Materials from areas of professional development that do not fit into any other
 165 category may be included here. These materials may not include work in progress or work
 166 submitted but not yet accepted for publication or dissemination. The candidate should provide a
 167 list of activities, locations, dates, and a brief description of each project, its outcomes, and its
 168 contribution to the field of history and to the candidate's subfield. In the case of collaborative
 169 work, the candidate should define their role, particularly in terms of the creation or extension of
 170 historical knowledge.

171 **Evaluation of Professional Development**

172 Based on the evidence submitted, the departmental Committee will evaluate the
 173 candidate's professional development in accordance with the guidelines in the College and
 174 University manuals.

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176 PROMOTION TO AND/OR TENURE AT THE RANK OF ASSOCIATE PROFESSOR

177 In order for the candidate to be recommended for promotion to and/or tenure at the rank
 178 of associate professor she or he must be evaluated as *excellent* in the category of professional
 179 development. The successful candidate will have developed a substantial body of work that has
 180 contributed to the advancement of the discipline. In the discipline of History, this is normally
 181 achieved through the production of a single-authored monograph, published with a reputable
 182 university or trade press. The historical monograph is more than the sum of its chapters in terms

183 of impact—the book represents substantial research in multiple archives, sometimes with the
184 significant additional challenges of research in a foreign country and in a foreign language.
185 Normally a candidate will have the published book in hand at the time that he or she is being
186 considered for promotion and tenure. We recognize that the production schedule of a book is not
187 entirely under the control of an author, and may not always correspond to the promotion and
188 tenure cycle. In those cases where a publisher has given final approval but then introduced
189 delays, resulting in delayed publication or a book merely “in press,” candidates should provide
190 documentation from their publisher. A candidate must also have at least one significant article in
191 a refereed journal or similar refereed medium, and/or at least one significant book chapter. In
192 addition, candidates should be able to demonstrate contributions to the field through other
193 professional activities such as the publication of book reviews, collections and anthologies, or
194 other evidence of scholarly activity; giving papers and chairing and commenting at conferences
195 held by professional organizations; playing a significant role in a national professional or
196 scholarly organization; or sustained efforts to obtain outside funding for research and writing.
197 The body of the candidate’s work must be recognized by his or her peers as being of high quality
198 and making important scholarly contributions. The candidate should provide evidence to
199 demonstrate the national (or international) impact of his or her work such as reviews of
200 published work, citations, inclusion of his or her work in course syllabi; invitations to speak;
201 invitations to write reviews or referee manuscripts for publication; honors and awards, or other
202 evidence. The candidate’s work and professional development statement should indicate a
203 strong upward trajectory in terms of high quality and productive research.

204 The departmental Committee recognizes that not all subfields of History operate in the
205 same fashion. In some subfields, a national (or international) reputation may be established

206 through a substantial body of research, publications, or other activities that do not result in a
207 single-authored monograph. In such cases, it is incumbent upon the candidate to demonstrate
208 how their activities realize the standards of their subfield for the development of a national (or
209 international) reputation through a substantial body of professional work.

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211 PROMOTION TO AND/OR TENURE AT THE RANK OF PROFESSOR

212 In order for the candidate to be recommended for promotion to and/or tenure at the rank
213 of professor, she or he must be evaluated as *excellent* in the category of professional
214 development. The successful candidate at this level must have developed a substantial body of
215 work that has contributed to the advancement of the discipline. This work must represent
216 substantially new research beyond that for which the candidate was awarded promotion to the
217 rank of Associate Professor, and should demonstrate that the candidate has achieved and
218 sustained a national and international reputation in a field of the discipline. In the discipline of
219 History, this is normally achieved through the production of a single-authored monograph,
220 published with a reputable university or trade press. Candidates must also have either articles in
221 major refereed journals and/or significant book chapters. In addition, candidates should be able
222 to demonstrate contributions to the field through other professional activities such as the
223 publication of book reviews, collections and anthologies, or other evidence of scholarly activity;
224 giving papers and chairing and commenting at conferences held by professional organizations;
225 sustained efforts to obtain outside funding for research and writing; or playing a significant role
226 in a national professional or scholarly organization. The body of the candidate's work must be
227 recognized by his or her peers as being of high quality and making important scholarly
228 contributions. The candidate should provide evidence to demonstrate the national and

229 international impact of his or her work such as reviews of a candidate's published work; citations
230 by other scholars; inclusion of one's scholarship in course syllabi; national recognition in one's
231 field; honors and awards; invitations to speak, or invitations to write reviews or referee
232 manuscripts for publication; or other evidence. The candidate's work and professional
233 development statement should indicate a continued trajectory in terms of high quality and
234 productive research.

235 The departmental committee recognizes that at the senior level, a substantial body of
236 scholarly research may take other forms. In such cases, it is incumbent upon the candidate to
237 demonstrate how their activities realize the standards of their subfield for the development of a
238 national and international reputation through a substantial body of professional work.

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TEACHING

Categories of Teaching

242 The quality of instruction of faculty members is of paramount importance to the
243 department and university. The Department of History believes that all faculty are responsible
244 for high-quality teaching, irrespective of rank. All candidates must submit written evidence of
245 effective teaching organized according to the categories of teaching listed in the college manual
246 (section V.F.). Types of evidence include: 1) syllabi and list of courses taught; 2) student course
247 evaluations; 3) honors; 4) evidence of instructional service beyond the classroom; 5) published
248 materials; and 6) other materials. The candidate may not solicit letters to include in any of these
249 categories.

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252 **1. Syllabi and List of Courses Taught**

253 The candidate must include the most recent syllabus for each course taught during the last
254 four years. Only one syllabus for each different course should be provided. The candidate must
255 list the courses taught during this period using the format specified by the College Manual. The
256 candidate may include supplementary materials to document the quality of course content (see
257 item 6, “Other Materials,” below). In keeping with the *College Policy on Assessment of Teaching*
258 *Effectiveness for Full-Time Faculty*, the departmental Promotion and Tenure Committee will
259 review syllabi “for conformity with university guidelines, differentiation of graduate and
260 undergraduate expectations, reading / assignments appropriate to course level and catalog
261 description.”

262 **2. Student Course Evaluations**

263 The candidate must include standardized course evaluations for every course s/he has taught
264 during the last four years in the tabular format detailed in the College Manual.

265 **3. Honors**

266 Honors or other special recognition of the quality of a candidate’s teaching should be listed
267 in tabular form (as detailed in the College Manual). The candidate also should submit evidence
268 of honors his/her students have achieved, which are directly connected with the candidate’s
269 teaching or mentorship (such as papers presented, accepted for publication, or published,
270 fellowships or other rewards received, and acceptance to graduate programs).

271 **4. Evidence of Instructional Service Beyond the Classroom**

272 The candidate should provide lists of the following types of instructional service: organizing
273 or presenting in departmental seminars on pedagogy; supervision of directed reading or
274 independent study courses; direction of honors theses; membership on master’s paper or master’s

275 thesis committees and / or direction of master's papers or master's theses; membership on
276 dissertation committees and / or direction of dissertations; involvement in preparation and / or
277 grading of departmental MA or Ph.D. examinations; references written on behalf of students;
278 supervision of internships; advisement of students; and evidence of students' successful
279 endeavors connected with the candidate's mentorship. The College Manual specifies a particular
280 tabular form for conveying much of the information in this section, to which the candidate
281 should adhere.

282 **5. Published Materials**

283 The candidate should provide a list of textbooks and other published materials related to his /
284 her teaching. The candidate should provide a one- or two-sentence description of the contribution
285 of each item to the teaching of history.

286 **6. Other Materials**

287 The candidate may include materials that demonstrate teaching preparation, effectiveness of
288 pedagogical methodology, and pedagogical creativity, such as: course handouts and assignments;
289 descriptions of learning exercises; tests; outstanding student papers or other written / visual
290 evidence of course-generated student projects. *The College Policy on Assessment of Teaching*
291 *Effectiveness for Full-Time Faculty* specifies that "course materials should. . .be assessed for
292 their appropriateness in relation to the current state of knowledge in the field." The policy further
293 states that faculty should be rewarded for "enhancing creativity and independent critical
294 thinking," and for structuring courses "in ways that cultivate curiosity, creativity, and critical
295 acumen in their students." The candidate should submit supplementary material (in addition to
296 syllabi) for two courses per year, in keeping with the procedures for Annual Review.

297 Supplementary materials should demonstrate the range and variety of levels of courses the
298 candidate has taught.

299 **Evaluation of Teaching**

300 The quality of teaching by faculty members is of paramount importance to the
301 Department and the University. The candidate for promotion and/or tenure should submit written
302 evidence of successful teaching organized in the categories set forth in the College of Arts and
303 Sciences Promotion and Tenure Manual. The departmental committee will evaluate the quality
304 of teaching in keeping with the College Manual's evaluative categories based on the evidence
305 submitted. In making its rankings the departmental Committee on Promotion and Tenure should
306 consider the evidence to determine the candidate's success in teaching and his or her
307 commitment to teaching and its improvement. Teaching should be considered both within the
308 classroom and outside the classroom. The committee may need to give more or less weight to
309 each component depending on the circumstances of individual candidates.

310 Within the classroom, a faculty member should be prepared for class, teach courses
311 reflecting the current state of the discipline, have syllabi prepared according to the standards of
312 the College and University, be available to students outside the classroom, give assignments that
313 are well prepared and used effectively to encourage learning and analytical thinking, have his/her
314 students do work that teaches analytical thinking and improves writing skills, and provide a
315 positive learning environment. In considering student perceptions of the candidate's teaching
316 through student course evaluations, the committee will take into account such factors as the type
317 of course. The committee will also consider the candidate's efforts and commitment to teaching
318 success and innovation by evaluating evidence of teaching preparation and pedagogical

319 creativity, such as the creative use of technology, assignments, learning exercises, or other
320 techniques to enhance student learning.

321 Outside the classroom, a faculty member should strive to support student learning
322 through such activities as writing and evaluating graduate comprehensive examinations, chairing
323 or serving on honors thesis, masters thesis, and doctoral dissertation committees, sponsoring
324 student organizations or teams, preparing graduate students for the job market, advising graduate
325 and undergraduate students, developing and revising curricula and courses, aiding in
326 instructional leadership and coordination, leading departmental seminars on pedagogy and
327 advising, developing and supervising internships, developing and supervising directed readings
328 and independent studies, publishing textbooks or pedagogical research, receiving grants for
329 instructional purposes, participating in pedagogical continuing education, and helping graduate
330 students in presenting papers, publishing, and/or job placement. Faculty members can also show
331 evidence of teaching success by highlighting successful student endeavors connected with their
332 supervision.

333 In rating the candidates, the committee needs to consider their academic rank and the
334 availability of graduate students with compatible research interests. Other things equal,
335 candidates for professor should have considerably more involvement with graduate students than
336 candidates for associate professor.

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338 PROMOTION TO AND/OR TENURE AT THE RANK OF ASSOCIATE PROFESSOR

339 To be recommended for promotion to and/or tenure at the rank of associate professor, a
340 candidate must be evaluated as *excellent* in teaching. The candidate will be evaluated as
341 excellent in teaching if the clear impression garnered by the committee from the evidence

342 submitted is that the candidate's teaching and contributions to teaching are superb (while being
343 mindful of the range, type, and size of classes being taught). For instance, the student evaluation
344 scores must suggest highly effective performance in the classroom; course material must show
345 impressive preparation and incorporation of up-to-date scholarship in specialized courses; the
346 candidate must demonstrate highly effective mentoring of students. The candidate may also have
347 published pedagogical works or been nominated for one or more teaching awards. Candidates
348 may also have demonstrated significant improvement in teaching over the period under review.

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350 PROMOTION TO AND/OR TENURE AT THE RANK OF PROFESSOR

351 To be recommended for promotion to and/or tenure at the rank of professor, a candidate
352 must be evaluated as *excellent* in teaching. To achieve an evaluation of excellent, a candidate for
353 promotion to the rank of professor must demonstrate continued success in teaching and a strong
354 commitment to student learning (again while being mindful of the range, type, and size of classes
355 being taught). For instance, the student evaluation scores must suggest highly effective
356 performance in the classroom; course material must show impressive preparation and
357 incorporation of up-to-date scholarship in specialized courses; the candidate must demonstrate
358 highly effective mentoring of students. The candidate may also have published pedagogical
359 works or been nominated for one or more teaching awards. Normally, candidates for promotion
360 to professor will demonstrate increased graduate or honors supervisions while also maintaining
361 the high standards for effectiveness, preparation, mentoring, and innovation described above.

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SERVICE

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 366 Service to one's colleagues, to the department, to the College, and to the University is a
 367 very important element in judging a faculty member's contribution and performance. Service to
 368 one's academic discipline, usually by participating in the operation of professional associations
 369 as officers or committee or board members, is another important component in evaluating a
 370 faculty member's service contributions. Specialized subfields such as historical preservation, oral
 371 history, and teacher education that lend themselves to discipline-related forms of community and
 372 public service are recognized and valued by the History Department. Neither the College nor the
 373 Department of History asks the same quantity and quality of service contributions from faculty in
 374 junior and senior ranks.

375 **Categories of Service**

376 The candidate must submit documentation of service activity related to his/her areas of
 377 professional competence organized according to the categories of service listed in the college
 378 manual (section V.G.).

379 **Evaluation of Service**

380 Based on the evidence submitted, the departmental committee will evaluate the
 381 candidate's service relative to the college manual's standards of *good* and *very good*, based on
 382 the present rank of the candidate and in accordance with the departmental guidelines and college
 383 and university manuals.

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385 PROMOTION TO AND/OR TENURE AT THE RANK OF ASSOCIATE PROFESSOR

386 In order for the candidate to be recommended for promotion to and/or tenure at the rank
 387 of associate professor, she or he must be evaluated as at least *good* in the area of service. The

388 successful candidate must demonstrate active assistance to colleagues and must have responsibly
389 carried out the service tasks assigned to him or her.

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391 PROMOTION TO AND/OR TENURE AT THE RANK OF PROFESSOR

392 In order for the candidate to be recommended for promotion to and/or tenure at the rank
393 of professor, she or he must be evaluated as *very good* in the area of service. The successful
394 candidate must demonstrate not merely active assistance to colleagues and the responsible
395 fulfillment of the departmental service tasks assigned to him or her but also effective service
396 beyond that required as a responsible member of the department. Among the myriad ways to
397 achieve this goal the candidate may have served in leadership capacities such as Undergraduate
398 Director, Graduate Director, or other major service roles. The candidate must also demonstrate
399 significant and effective service beyond the department at the college, or university, and/or
400 professional level.

401

402 EVALUATION PROCESS

403 The process and schedule for applying for promotion and tenure in the Department of
404 History is governed by the college manual. Applications for tenure and promotion to associate
405 professor will be evaluated by the departmental P&T I Committee, consisting of all departmental
406 faculty with tenure and at the rank of associate professor or above. Applications for promotion to
407 the rank of professor and for tenure at that rank will be judged by the departmental P&T II
408 Committee, composed of all tenured full professors.

409 An important part of the departmental evaluation is the assessment of the candidate's
410 credentials by recognized specialists outside of Georgia State University. The candidate must
411 submit with his / her dossier a list of eight scholars in the candidate's subfield(s) who are

412 qualified to evaluate the candidate's performance in the area of professional development and his
413 / her reputation within the discipline. The departmental chair, together with the departmental
414 Committee on Promotion and Tenure, will prepare a list of eight additional scholars who could
415 perform the assessment role. Detailed requirements for these lists are included in the college
416 manual (section V.H.). Both lists will be submitted to the Office of the Dean, who will review
417 them and select the external reviewers to be contacted. The letters supplied by these outside
418 reviewers will be considered at all levels of review in the University.

**APPENDIX I:
THIRD-YEAR PROMOTION AND TENURE REVIEW**

Introduction

The Department of History reviews all faculty members during their third year of employment. The purpose of this review, which assesses the faculty member's effectiveness in Professional Development, Teaching, and Service, is to ensure that junior faculty members have a candid and constructive evaluation of their accomplishments as they progress toward an eventual promotion and tenure decision.

The faculty member under review should be familiar with the Department's promotion and tenure guidelines and should use those guidelines to construct the dossier. But the spirit of the third-year review is different from that of the promotion and tenure process. Although very important, the third-year review is also more informal. It is meant to encourage a candid assessment of the faculty member's achievements to date. If there are deficiencies in a particular area, those concerns will be acknowledged, and the Chair and the faculty member will discuss specific ways to improve over the next three years. If the faculty member seems to be progressing toward a successful promotion and tenure decision, the Chair will acknowledge such progress. The Department wishes to nurture the faculty member so that, ideally, she or he will be in the best possible position at the time of application for promotion and tenure. Faculty beginning their review may also wish to consult the College guidelines: <http://casservice.gsu.edu/policies-forms/tenure-track-faculty-policies/>.

Process

1. By January 1 the Chair will ask members of the faculty in their third year to prepare and submit, by the sixth week of the spring semester, a dossier for third-year promotion and tenure review.
2. The faculty member under review should assemble a brief dossier containing a two-page statement of goals and accomplishments in the areas of Professional Development, Teaching, and Service, as well as annual reports, a curriculum vita, publications/creative achievements, and evidence of teaching effectiveness.
3. After due deliberations, Departmental Advisory Committee members shall prepare an objective summary report on the dossier. Because history is a book-based discipline, in the professional development category the committee will in most cases evaluate progress toward the book. Many reviewees will not have completed a book since the publication of a book is a multi-year project. In addition, some colleagues will be in fields in which the book not a necessary or even usual path to achieving a national reputation. In all cases, though, the onus is on the faculty member under review to show progress toward establishing a national reputation, which can be done in multiple ways: through the publication of portions of their research in article-form, through a publication contract offered on the basis of a completed manuscript, or simply by including the manuscript as it exists in the third-year dossier.

464 4. The Chair shall hold a conference to inform the faculty member how well he or she is
 465 progressing toward a positive promotion and tenure decision. The Chair will also give the faculty
 466 member a copy of his or her report.

467
 468 5. The Chair shall forward to the Dean of the College all relevant reports, and the Dean shall
 469 meet with the faculty member and the Chair to discuss the review.

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472 **Terms of Evaluation**

473

474 ***Professional Development***

475 For the purposes of the third-year review, **professional development** shall normally be
 476 evaluated according to the following standard:

477

478 **Poor:** The faculty member maintains no program of professional development.

479

480 **Fair:** The faculty member is largely inactive in professional development.

481

482 **Good:** The faculty member is minimally active in maintaining a program of professional
 483 development, or the scope and impact of the professional development contributions are
 484 insufficient.

485

486 **Very Good:** The faculty member, while maintaining an active program of professional
 487 development, has yet to be recognized as an emerging leader in his or her field, but there are
 488 clear indications that he or she has projects underway that are likely to result in a more
 489 prominent scholarly profile in the near future. For example, the faculty member may have
 490 published one significant article in a reputable peer-reviewed journal or a chapter in an
 491 influential peer-reviewed book of significance within the field and can show progress toward a
 492 completed book manuscript or some other path toward a national reputation.

493

494 **Excellent:** The faculty member has achieved, or is likely to achieve, a national reputation for her
 495 or his scholarship. This reputation may be demonstrated in various ways. The faculty member
 496 may have a book currently in production, or he or she may have a book contract and a
 497 substantially completed manuscript; he or she may have published and/or had accepted for
 498 publication at least two articles or book chapters, and/or won a major grant. Most importantly,
 499 the faculty member must be able to demonstrate his or her progress in concrete ways beyond
 500 forthcoming works. We direct faculty to the description of how professional development will be
 501 evaluated during the Promotion and Tenure process as it is outlined in the P&T guidelines, and
 502 note especially the distinctions made there between a publication “in hand” and one “in press.”

503

504 **Outstanding:** The faculty member has achieved eminence in his or her field, demonstrated by
 505 the fact that his or her scholarship has perhaps won awards, earned laudatory reviews in major
 506 publications, or resulted in invitations to give lectures in prestigious venues, and so on.

507

508 For those candidates who are not in fields that privilege the book, different standards may apply
 509 based on the reviewee’s explanation of research productivity and trajectory.

510 **Teaching**

511 For the purposes of the third-year review, **teaching** shall be evaluated according to the following
512 standard:

513

514 **Poor:** The faculty member does not fulfill his or her duties as an instructor.

515

516 **Fair:** The faculty member inconsistently or ineffectively executes his or her duties as an
517 instructor. Course syllabi give evidence of incomplete understanding of the field; course
518 preparation is lacking, inconsistent, or otherwise deficient. Student perceptions of the course
519 express wide dissatisfaction.

520

521 **Good:** The faculty member does not always effectively execute one's duties as an instructor.
522 Course syllabi are incomplete or unhelpful; course preparation is lacking, inconsistent, or
523 otherwise deficient. Student perceptions of the course express wide dissatisfaction.

524

525 **Very Good:** The faculty member's teaching is competent; Syllabi show command of the field
526 and a creative approach to disseminating knowledge. Students express satisfaction with the
527 instructor. Nonetheless, it is important to recognize that teaching defined as *very good* is still
528 below the quality necessary for promotion and tenure.

529

530 **Excellent:** The *excellent* teacher shows consistently high levels of achievement in multiple
531 categories for assessing teaching. His or her course materials illustrate a trajectory as an
532 accomplished teacher who continually strives to improve his or her pedagogy. Normally, his or
533 her student evaluations are consistently high. Additionally, he or she might have a track record of
534 developing new courses or protocols for existing courses and/or successfully mentoring
535 undergraduate or graduate students.

536

537 **Outstanding:** In addition to the criteria of *excellent* teaching described below, the faculty
538 member may have extraordinarily high expressions of student satisfaction; won a teaching
539 award; produced pedagogical publications like a textbook; and/or supervised the work of an
540 extraordinary number of undergraduate or graduate students.

541

542

543

544 **Service**

545 For the purposes of the third-year review, **service** shall be evaluated according to the following
546 categories:

547

548 **Poor:** Faculty members judged to be *poor* in service do not fulfill assigned service obligations
549 and are not responsible citizens of the department.

550

551 **Fair:** Faculty members judged to be *fair* in service ineffectively fulfill assigned service
552 obligations or are not responsible citizens of the department.

553

554 **Good:** Faculty members judged to be *good* in service conscientiously and effectively fulfill
555 assigned departmental tasks.

556 **Very Good:** Faculty members judged to be *very good* in service conscientiously and effectively
557 fulfill assigned tasks not only in the department, but also at the College and/or University level.
558

559 **Excellent:** The candidate will be judged to be *excellent* in service if they have been highly
560 effective as they carried out assigned responsibilities and contributed significantly to the mission
561 of the department over a sustained period. In addition he or she has performed significant
562 College and/or University service; He or she may also have served the profession in significant
563 and effective ways, and/or has provided an exceptional degree of service to the community or to
564 government.

565
566 **Outstanding:** Outstanding service, in addition to the elements defined as *excellent* above, has
567 also merited recognition and/or award.

**APPENDIX II:
RATINGS GUIDELINES FOR POST-TENURE REVIEW**

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Professional Development

Poor: The faculty member maintains no program of professional development.

Fair: The faculty member is largely inactive in professional development.

Good: The faculty member is minimally active in maintaining a program of professional development and/or the scope and impact of the faculty member's professional development contributions are insufficient.

Very Good: The faculty member's professional development record indicates steady scholarly development that has not yet resulted in the completion of major high quality projects.

Excellent: The faculty member has continued to maintain and advance a distinguished national or international reputation as an authority in his or her area(s) of specialization. The faculty member continues to be an active scholar, and has a marked impact on the work of others in the field. His or her scholarship is held in esteem by the profession, and reviews of and citations to the faculty member's work (including those of previously published works) attest to this reputation. Other important evidence may include the securing of fellowships, grants, contracts, and/or awards from internal and external local, regional, national, or international agencies.

Outstanding: The faculty member has achieved eminence in his or her field, as evidenced by national or international awards, strong reviews in major publication outlets, invited lectures at prestigious venues and so on.

Teaching

Poor: The faculty member does not fulfill his or her duties as an instructor.

Fair: The faculty member inconsistently or ineffectively executes his or her duties as an instructor. Course syllabi give evidence of incomplete understanding of the field; course preparation is lacking, inconsistent, or otherwise deficient. Student perceptions of the course express wide dissatisfaction.

Good: The faculty member's instructional performance barely exceeds adequate. This faculty member's supporting materials provide evidence of conscientious preparation and pertinent, valid content, but fail to demonstrate either exceptional pedagogical skill or decisive commitment to the wide-ranging institutional and intellectual responsibilities of a full-time college instructor. The learning environment in this faculty member's classroom, as reflected in student evaluations, achievement, and advancement, is adequate but not distinctly positive.

Very Good: The faculty member is a competent teacher whose supporting material includes evidence not only of diligent preparation and instruction but also of some mentoring of students,

614 effective pedagogy, and a commitment to the mission of the department. Class assignments are
 615 creative and methodologically innovative, resulting in proficient student learning. While the
 616 faculty member is an effective teacher, her/his teaching record may lack the level and extent of
 617 involvement in the supervision of individual student work that is typically expected for a rating
 618 of *excellent*, as described below.

619

620 **Excellent:** The faculty member's teaching record shows exceptional preparation and extensive
 621 contributions to the development of individual graduate students as demonstrated, for example,
 622 by the successful direction to completion of student work. Students express wide satisfaction
 623 with the faculty member's teaching. The faculty member evaluated as *excellent* also will have
 624 demonstrated a substantial variety of activities related to instruction as well as innovative
 625 pedagogy.

626

627 **Outstanding:** In excess of the criteria for a rating of *excellent*, the faculty member will have
 628 won a significant teaching award from a prestigious outlet, and/or published highly regarded
 629 pedagogical studies, and/or will have been otherwise recognized for superior instruction.

630

631

632 *Service*

633 **Poor:** Faculty members judged to be *poor* in service do not fulfill assigned service obligations
 634 and are not responsible citizens of the department.

635

636 **Fair:** Faculty members judged to be *fair* in service ineffectively fulfill assigned service
 637 obligations or are not responsible citizens of the department.

638

639 **Good:** The faculty member responsibly and thoroughly executes assigned departmental duties
 640 and committee responsibilities and is of significant assistance to colleagues.

641

642 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and effective
 643 service and leadership at the department and either the college or the university levels as well as
 644 participating in professional associations.

645

646 **Excellent:** The faculty member demonstrates a track record of effective leadership that has
 647 involved significant departmental or other college or university administrative functions. Such
 648 leadership is in addition to the level of service described above as *very good*.

649

650 **Outstanding:** In addition to the level of service described above as *excellent*, the faculty
 651 member demonstrates a record of sustained, significant service accomplishments beyond the
 652 department and throughout the college and university, as well as in national and international
 653 professional organizations.