

**DEPARTMENT OF HISTORY
PROMOTION AND TENURE MANUAL
COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY**

Approved by the Department of History

September 10, 1999

**Approved by the College of Arts and Sciences
Promotion and Tenure Review Board**

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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.

1 INTRODUCTION

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
4 for tenure and for promotion at all ranks. To that end, the department is committed to
5 doing all it can to support the work of its faculty so that they may contribute to their
6 particular field of history and to the work of the university.

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

17 The Department of History evaluates all candidates in three areas of professional
18 life: professional development, instruction, and service. As will be described later in this
19 manual, the department values all of these areas highly and has established specific
20 expectations for performance by its members in each one. It should be noted, however,
21 that the *College of Arts and Sciences Promotion and Tenure Manual* states that, for a
22 candidate to be recommended for promotion to the rank of Assistant Professor, s/he must
23 possess a terminal degree, must be evaluated as *excellent* in the area of instruction, and

1 must show considerable promise in professional development and service, with an
2 evaluation of at least *good* in both these areas. The College Manual also states that a
3 recommendation for tenure and promotion to Associate Professor requires that the
4 candidate be judged at least *excellent* in either professional development or instruction
5 and at least *very good* in the other, and that s/he must be judged at least *good* in the area
6 of service. Finally, the College Manual also specifies that candidates for promotion to
7 the rank of Professor must be judged at least *excellent* in *both* professional development
8 and instruction and at least *very good* in the area of service.

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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, refereeing, and certain applied or public history activities. Research outcomes should be judged on whether they are appropriate to stated research goals and whether they produce valuable products. Success can be achieved in a number of ways, but the department recognizes that the field of history is a book-oriented discipline.

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Candidates will be evaluated on the whole body of their work. 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

1 little credit. In general, textbooks and pedagogical works will be considered as
2 contributions to instruction, unless the text can be shown to make significant or seminal
3 contributions to the scholarship of the field.

4 Obtaining extramural grant support for one's research is a highly valued
5 professional development activity, especially for tenured faculty, and success in seeking
6 grant support, particularly from national sources, will weigh heavily as evidence of
7 scholarly reputation. Grant support is a means to an end, so that publications and other
8 forms of reporting findings are expected to follow.

9 Scholarly activities such as organizing sessions for professional meetings and
10 reviewing, refereeing, and editing the work of others also are valued activities. In applied
11 or public history, activities such as but not limited to involvement with exhibitions, media
12 presentations, oral history projects, historic preservation, and teacher education are
13 valued endeavors. Although no specific mix is required for promotion and tenure,
14 successful candidates for tenure and promotion must be active in such endeavors.

15 The department recognizes that a loose hierarchy of scholarly journals exists in
16 the various fields and subfields of history. It recognizes that valuable work that offers
17 innovative approaches, new ideas, or evidence that challenges existing knowledge may
18 not be published in the best-known journals and presses. It further recognizes that
19 important contributions to scholarship may appear in new forms of refereed media such
20 as CD Roms, internet journals, and edited databases. The department's goal is to foster
21 production of high-quality scholarship, and every candidate must meet that standard.

22 The department evaluates a candidate's publishing record by a variety of criteria,
23 including but not limited to 1) the work's impact on the field, shown through reviews,

1 citations, honors and awards, or other evidence, 2) the prestige or standing of the journal
2 in which an article appears or the publisher of a book or book chapter, 3) the candidate's
3 explanation of the importance of the work, 4) the comments of outside reviewers in the
4 promotion and tenure review process, and 5) the Committee's own evaluation of the
5 work.

6 For applied or public history, the department assesses quality around a similar set
7 of criteria: 1) a work's impact on the field, shown through reviews, citations, honors and
8 awards, or other evidence, 2) success in broadening appreciation of the field by
9 transmitting current scholarship to non-specialist audiences, 3) the candidate's
10 explanation of the importance of his or her work, 4) the comments of outside reviewers in
11 the promotion and tenure process, and 5) the Committee's own assessment of a
12 candidate's work.

13 Perhaps the issue of most concern to candidates is the number of publications
14 required for promotion and tenure. The College mandates that individual departments
15 define the meaning, appropriate to each discipline, of *excellent* or *very good* in
16 professional development. Toward this end, the department offers guideline numbers,
17 with the understanding that there is no absolute magic number: a smaller number of
18 works of outstanding quality might be evaluated as equal or superior to a greater number
19 of publications of lesser quality.

20 **Categories of Professional Development**

21 The candidate for promotion and tenure must submit written evidence of
22 professional development organized in the following categories (adapted from the
23 *College of Arts and Sciences Promotion and Tenure Manual*): 1) books and monographs,

1 scholarly writings in journals, chapters in books, and book reviews, 2) awards and grants,
2 3) presentations at professional meetings, 4) significant professional services, 5) general
3 recognition within one's discipline, 6) recognition by national, scholarly, and
4 professional associations, and 7) specialized professional activities appropriate to the
5 discipline, particularly for fields of applied history, e.g. historic preservation, oral history,
6 and teacher education. In addition to the items enumerated below, the candidate must
7 provide copies of all publications and grant proposals listed. Clear documentation must
8 be provided for works accepted for publication. Work in progress and work submitted
9 but not yet accepted for publication may not be included. In the absence of a publications
10 record that self-evidently meets the requirements for promotion to a given rank, the
11 candidate is expected to offer a compelling rationale for the importance, direction, and
12 progress of his or her research since initial appointment to the department or since
13 promotion to the candidate's current rank.

14 1. Books and Monographs, Scholarly Writings in Journals, Chapters in Books, and Book
15 Reviews

16 A. Books and Monographs

17 The candidate should provide a list of books or monographs published or accepted for
18 publication. This list should include the title, publisher, date (or projected date) of
19 publication, and a brief description of the work and its contribution to the field of
20 history. For works accepted for publication, clear indication should be given of the
21 item's scheduled publication date, with supporting documentation.

22 B. Published Articles

1 The candidate should provide a list of published articles and those accepted for
2 publication. The list should include for each article the title, the journal, volume, date
3 (or projected date) of publication and a brief description of the article and its
4 contribution to the field of history and to the candidate's subfield.

5 C. Chapters in Books

6 The candidate should provide a list of chapters that have been published in edited
7 books and those accepted for publication. This list should include for each chapter
8 the title of the chapter, the title of the book, the book's editor(s), the publisher, the
9 date (or projected date) of publication, and a brief description of the chapter and its
10 contribution to the field of history and to the candidate's subfield.

11 D. Book Reviews

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

15 2. Awards and Grants

16 The candidate should provide a list of all research grants and awards, and all fellowships,
17 travel awards, and personal development grants that supported the candidate's scholarly
18 research and professional development. This list should include the title of each
19 successful application, the awarding agency, the amount and period of the award, and the
20 precise nature of the research project. The candidate must also provide copies of official
21 letters of award.

22 3. Presentations at Professional Meetings

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

5 **4. Significant Professional Services**

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

12 **5. General Recognition Within the Discipline of History**

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

18 **6. Recognition by National, Scholarly, and Professional Associations**

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

22 **7. Specialized Professional Activities in the Discipline of History, particularly for fields**
23 of applied history, e.g. historic preservation, oral history, and teacher education

1 The Department of History is committed to, and recognizes the importance to the
2 discipline, of the fields of applied history, such as historic preservation, oral history, and
3 teacher education. Materials from these specialized subfields, or from more traditional
4 subfields that do not fit into any other category, shall be included here. These materials
5 may not include work in progress or work submitted but not yet accepted for publication
6 or dissemination.

7 **Evaluation of Professional Development**

8 Based on the evidence submitted, the departmental Committee will evaluate the
9 candidate's professional development according to the College Manual's evaluative
10 categories: *outstanding, excellent, very good, good, fair, and poor.*

11 **TENURE and PROMOTION TO ASSOCIATE PROFESSOR**

12 Promotion to Associate Professor **normally** will require the following:

13 **Outstanding**

14 One or more books or monographs published by major university or trade presses,
15 critically acclaimed, together with a number of articles in the principal professional
16 journals of the candidate's subfield, or book chapters. *Outstanding* candidates must also
17 demonstrate exceptional achievement in some of the following: reviews, collections and
18 anthologies, or other evidence of scholarly activity; one or more major outside research
19 grants; nominations for significant awards or prizes; significant professional recognition;
20 evidence of a significant role in one or more national professional or scholarly
21 organizations together with active participation, including giving papers and chairing and
22 commenting. Achievements at this exceptional level justify consideration for *early*
23 promotion.

1 **Excellent**

2 At least one book or monograph published or in press, by a recognized university or trade
3 publisher, as well as articles in major refereed journals and/or significant book chapters,
4 judged by peers as making important scholarly contributions. *Excellent* candidates must
5 also demonstrate significant achievement in some of the following: reviews, collections
6 and anthologies, or other evidence of scholarly activity; sustained efforts to obtain
7 outside funding for research and writing; national recognition in the candidate's subfield;
8 evidence of a significant role in one or more national professional or scholarly
9 organizations together with active participation, including giving papers and chairing and
10 commenting.

11 **Very Good**

12 A book in press with a recognized university or trade publisher, or a scholarly article for
13 each year since appointment to the Department of History, appearing in leading journals
14 and/or significant book chapters, judged by peers as making important scholarly
15 contributions. *Very good* candidates must also exhibit a substantial degree of
16 achievement in some of the following: reviews, collections and anthologies, or other
17 evidence of scholarly activity; sustained efforts to obtain funding for research and
18 writing; active participation in national organizations, including giving papers and
19 chairing and commenting, and national recognition in the candidate's subfield. In the
20 absence of a self-evidently strong publications record, the candidate must offer a
21 compelling rationale for the importance, direction, and progress of his or her research.

1 **Good**

2 Four or more articles in leading scholarly journals, judged by peers as making scholarly
3 contributions. *Good* candidates must also exhibit involvement in some of the following:
4 reviews, collections and anthologies, or other evidence of scholarly activity; regional and
5 local recognition in the candidate's subfield; evidence of efforts to obtain funding for
6 research and writing; active participation in local and regional professional organizations,
7 including giving papers and chairing and commenting.

8 **Fair**

9 Three articles in national journals or an equivalent number in regional and local journals.
10 *Fair* candidates must demonstrate involvement in some of the following: reviews,
11 collections, and anthologies, or other evidence of scholarly activity; local and regional
12 recognition in the candidate's subfield; participation in local and regional professional
13 organizations.

14 **Poor**

15 Less than the above.

16 **PROMOTION TO PROFESSOR**

17 Promotion to Professor **normally** will require the following:

18 **Outstanding**

19 One or more books or monographs published by major university or trade presses,
20 critically acclaimed, together with at least one article in principal professional journals
21 and / or book chapters for each year since promotion. These publications must result
22 from substantially new research beyond that for which the candidate was awarded
23 promotion to the rank of Associate Professor. *Outstanding* candidates must also exhibit

1 achievement in some of the following: reviews, collections and anthologies, or other
2 evidence of scholarly activity; one or more major outside research grants; nominations
3 for significant awards or prizes; significant professional recognition; evidence of
4 leadership roles in one or more national professional or scholarly organizations together
5 with active participation, including giving papers and chairing and commenting.
6 Reserved for performance at a truly exceptional level, this designation justifies
7 consideration for *early* promotion.

8 **Excellent**

9 One book or monograph published by a major university or trade press, as well as articles
10 in principal professional journals and / or significant book chapters, judged excellent by
11 reviewers, outside evaluators, and peers. These must result from substantially new
12 research beyond that for which the candidate was awarded promotion to the rank of
13 Associate Professor. *Excellent* candidates must also exhibit achievement in some of the
14 following: reviews, collections and anthologies, or other evidence of scholarly activity;
15 one or more major research grants from outside the institution; significant professional
16 recognition; evidence of leadership roles in one or more national professional or scholarly
17 organizations together with active participation, including giving papers and chairing and
18 commenting.

19 **Very Good**

20 A book or monograph published by a major university or trade press, or its equivalent in
21 published articles and significant book chapters, favorably reviewed by peers and
22 reviewers. These must result from substantially new research beyond that for which the
23 candidate was awarded promotion to the rank of Associate Professor. *Very good*

1 candidates must also demonstrate achievement in some of the following: reviews,
2 collections and anthologies, and other evidence of scholarly activity; evidence of
3 sustained efforts to obtain outside funding for research/writing; evidence of leadership
4 roles in one or more national professional or scholarly organizations together with active
5 participation, including giving papers and chairing and commenting.

6 **Good**

7 Four or fewer articles in leading journals, and other scholarly activity; regional and local
8 recognition in the candidate's subfield; evidence of efforts to obtain funding for research
9 and writing; active participation in local and regional professional organizations,
10 including giving papers and chairing and commenting.

11 **Fair**

12 Articles in national and regional and local journals, and other scholarly activities;
13 regional and local recognition in the candidate's subfield; participation in local and
14 regional professional organizations, including giving papers and chairing and
15 commenting.

16 **Poor**

17 Less than the above.

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INSTRUCTION

20 **Categories of Instruction**

21 The quality of instruction of faculty members is of paramount importance to the
22 department and university. The Department of History believes that all faculty are
23 responsible for quality teaching, irrespective of rank. All candidates must submit written

1 evidence of effective teaching organized according to the following categories (as
2 mandated in the *College of Arts and Sciences Promotion and Tenure Manual*): 1) syllabi
3 and list of courses taught; 2) student course evaluations; 3) honors; 4) evidence of
4 instructional service beyond the classroom; 5) published materials; and 6) other materials.
5 The candidate may not solicit letters to include in any of these categories.

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

7 The candidate must include the most recent syllabus for each course taught during the
8 last three years. Only one syllabus for each different course should be provided. The
9 candidate must list the courses taught using the format specified by the College Manual.
10 The candidate may include supplementary materials to document the quality of course
11 content (see item 6, “Other Materials,” below). In keeping with the *College Policy on*
12 *Assessment of Teaching Effectiveness for Full-Time Faculty*, the departmental Promotion
13 and Tenure Committee will review syllabi “for conformity with university guidelines,
14 differentiation of graduate and undergraduate expectations, reading / assignments
15 appropriate to course level and catalog description.”

16 **2. Student Course Evaluations**

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

19 **3. Honors**

20 Honors or other special recognition of the quality of a candidate’s teaching should be
21 listed in tabular form (as detailed in the College Manual). The candidate also should
22 submit evidence of honors his/her students have achieved, which are directly connected
23 with the candidate’s teaching or mentorship (such as papers presented, accepted for

1 publication, or published, fellowships or other rewards received, and acceptance to
2 graduate programs).

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

4 The candidate should provide lists of the following types of instructional service:
5 organizing or presenting in departmental seminars on pedagogy; supervision of directed
6 reading or independent study courses; direction of honors theses; membership on
7 master's paper or master's thesis committees and / or direction of master's papers or
8 master's theses; membership on dissertation committees and / or direction of
9 dissertations; involvement in preparation and / or grading of departmental MA or Ph.D.
10 examinations; references written on behalf of students; supervision of internships;
11 advisement of students; and evidence of students' successful endeavors connected with
12 the candidate's mentorship. The College Manual specifies a particular tabular form for
13 conveying much of the information in this section, to which the candidate should adhere.

14 **5. Published Materials**

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

18 **6. Other Materials**

19 The candidate may include materials that demonstrate teaching preparation,
20 effectiveness of pedagogical methodology, and pedagogical creativity, such as: course
21 handouts and assignments; descriptions of learning exercises; tests; outstanding student
22 papers or other written / visual evidence of course-generated student projects. *The*
23 *College Policy on Assessment of Teaching Effectiveness for Full-Time Faculty* specifies

1 that “course materials should. . .be assessed for their appropriateness in relation to the
2 current state of knowledge in the field.” The policy further states that faculty should be
3 rewarded for “enhancing creativity and independent critical thinking,” and for structuring
4 courses “in ways that cultivate curiosity, creativity, and critical acumen in their students.”
5 The candidate should submit supplementary material (in addition to syllabi) for two
6 courses per year, in keeping with the procedures for Annual Review. Supplementary
7 materials should demonstrate the range and variety of levels of courses the candidate has
8 taught.

9 **Evaluation of Instruction**

10 The departmental committee will evaluate the quality of instruction in keeping
11 with the College Manual’s evaluative categories of *outstanding*, *excellent*, *very good*,
12 *good*, *fair*, *poor*, and based on the evidence submitted. The committee will be mindful of
13 the vagaries inherent in student evaluations. Because the Department of History
14 evaluates instruction without regard to faculty rank, the evaluative standards below apply
15 equally to candidates for tenure and promotion to Associate Professor and to candidates
16 for promotion to Professor.

17 The candidate will be judged *outstanding* in instruction if, in all of the categories
18 above, the clear impression from the evidence is that the candidate’s teaching is truly out
19 of the ordinary. For instance, the student evaluation scores must suggest outstanding
20 student learning; the course material must show exceptional preparation and, in upper-
21 division courses, show incorporation of the latest scholarship in the candidate’s
22 specialized field; the candidate must demonstrate a very high level of involvement in

1 mentoring students; and the candidate may have published a highly respected textbook or
2 reader, or received one or more teaching awards.

3 The candidate will be judged *excellent* in instruction if, in all of the categories
4 above, the clear impression from the evidence is that the candidate’s teaching is far above
5 average. For instance, the student evaluation scores must suggest highly effective student
6 learning; the course material must show impressive preparation and incorporation of the
7 latest research in specialized courses; and the candidate must demonstrate a high level of
8 involvement in mentoring students. The candidate may also have published pedagogical
9 works or won one or more teaching awards.

10 The candidate will be judged *very good* in instruction if, in all of the categories
11 above, the clear impression from the evidence is that the candidate’s teaching is highly
12 competent. For instance, the candidate’s student evaluation scores must suggest very
13 effective student learning; the course material presented must show diligent preparation;
14 and the candidate must demonstrate a moderate level of involvement in mentoring
15 students.

16 The candidate will be judged *good* in instruction if, in all of the categories above,
17 the clear impression from the evidence is that the candidate’s teaching is competent. For
18 instance, the student evaluation scores must suggest effective student learning; the course
19 material presented suggests diligent preparation; and the candidate demonstrates a
20 moderate level of involvement in mentoring students.

21 The evaluation categories *fair* and *poor* are reserved for candidates who fall short
22 of meeting the standards listed above for *good* instruction.

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1 **SERVICE**

2 Service to one’s colleagues, to the department, to the College, and to the
3 University is a very important element in judging a faculty member’s contribution and
4 performance. Faculty also owe service to their academic discipline, usually by
5 participating in the operation of professional associations as officers or committee or
6 board members. In areas of applied history, such as historical preservation, oral history,
7 and teacher education, these lend themselves to discipline-related forms of community
8 and public service, which are recognized and valued by the History Department.

9 Neither the College nor the Department of History asks the same quantity and
10 quality of service contributions from faculty in junior and senior ranks. The information
11 given below indicates what we in the Department of History consider important forms of
12 service for junior and senior faculty, and provides some guidelines for judging different
13 levels of quality when evaluating a candidate’s work in the area of service.

14 **Categories of Service**

15 As mandated by the College Promotion and Tenure Manual, the candidate must
16 submit written evidence of service activity related to his/her areas of professional
17 competence. The general categories of service to be documented in the dossier (College
18 Manual, pp. 27-28) are:

19 **1. Assistance to Colleagues**

20 The candidate should list his/her efforts in assisting colleagues. These include consulting
21 about educational / teaching issues (e.g., curriculum development, modes of presentation,
22 assistance with new teaching technology); guest-lecturing in other courses; advice about

1 or reviews of manuscripts or grant applications; and help or collaboration on research
2 projects.

3 **2. Contributions to the Department of History**

4 The candidate should list the ways s/he has contributed to the department. This includes
5 memberships on or chairing departmental committees; planning / development of
6 programs or departmental activities; other service activities to the department.

7

8 **3. Contributions to the College, University, or University System**

9 The candidate should list his/her contributions to the College, University, or University
10 System. This includes memberships on or chairing committees; representing the College,
11 University, or the University System at outside functions.

12 **4. Support of Local, State, National, or International Organizations**

13 The candidate should list his/her involvement with and work for other organizations.
14 This includes serving as a member, officer, or consultant for a nonprofit or business
15 organization as a historian.

16 **5. Significant Community Participation**

17 The candidate should list his/her community activities, limited to involvements related
18 specifically to his or her area of competence as a historian. These include lectures,
19 speeches, presentations, or workshops for community groups; media interviews; short
20 written pieces in newspapers.

1 **6. Meritorious Public Service**

2 The candidate should list any assistance s/he has given to government agencies or public
3 officials (e.g., serving on or consulting for task forces or advisory committees), or any
4 help given to develop or enhance community, state, or national resources.

5 **6. Offices Held in Professional Associations**

6 The candidate should list the offices s/he has held in professional associations. This
7 includes service as a regular officer, a board or committee member, member of the local
8 arrangements committee for a conference, or other administrative positions. (Note:
9 service to further an association’s professional activities and commitments, such as
10 membership on a scholarly awards committee, editor or referee of a professional journal,
11 or conference or panel organizer, should be listed in the significant professional services
12 section of professional development.)

13 **Evaluation of Service**

14 Based on the evidence submitted in each of the above categories, the departmental
15 committee will evaluate the candidate’s service according to the College Manual’s
16 evaluative categories of *outstanding*, *excellent*, *very good*, *good*, *fair*, *poor*. Because
17 *good* is the minimum required for Tenure and Promotion to Associate Professor, and *very*
18 *good* the requirement for Promotion to Professor, the Manual proceeds from the base-line
19 category of *good* in its definitions.

1 **Tenure and Promotion to Associate Professor**

2 For tenure and promotion to the rank of Associate Professor, the candidate must
3 be evaluated at least *good* in service.

4 A candidate will be judged *good* if s/he has been active in assistance to colleagues
5 and responsibly carried out the departmental service tasks assigned to him or her.

6 A candidate will be judged *very good* if s/he has either 1) been very active in
7 assistance to colleagues and has willingly and responsibly performed several
8 departmental service tasks, or 2) is active in departmental service tasks and serves on a
9 college, university, or system committee, or 3) is active in departmental service tasks and
10 has had significant service to community, governmental, or professional organizations or
11 significant contact with media representatives (e.g., talks, workshops, interviews).

12 A candidate will be judged *excellent* if s/he has been very active in assistance to
13 colleagues, willingly and responsibly served on major departmental committees, served on
14 college, university, or system committees, and shown significant service to community,
15 governmental, or professional organizations or had significant contact with media
16 representatives (e.g., talks, workshops, interviews).

17 A candidate will be judged *outstanding* if, in addition to meeting the criteria for
18 being judged *excellent*, s/he has served as an officer or board member of a state, regional,
19 or national professional association, and has served with special distinction on numerous
20 departmental, college, university, community, or governmental committees, boards, or
21 agencies.

1 The evaluation categories of *fair* and *poor* are reserved for candidates for
2 associate professor who fall short of meeting the standards listed above for *good*
3 performance.

4 **Promotion to Professor**

5 For promotion / tenure to the rank or **Professor** the candidate must be evaluated as at
6 least *very good* in service.

7 Proceeding once again from the category of *good*, a candidate will be judged *good*
8 if s/he has been active in assistance to colleagues and effectively has taken a leading role
9 in departmental service by serving on the Executive Committee and/or as the chair of at
10 least one departmental standing or ad hoc committee.

11 A candidate will be judged *very good* if s/he has met the criteria for *good*, and in
12 addition has served effectively as one or more of the following: Undergraduate Director,
13 Graduate Director, chair of a Search Committee or other major ad hoc committee, and
14 has significant service on college or university committees.

15 A candidate will be judged *excellent* if, in addition to meeting the criteria for very
16 good, s/he shows significant service to community, governmental, or professional
17 organizations or has significant contact with media representatives (e.g. talks, workshops,
18 interviews), and his/her work on college or university committees has been extensive and
19 / or influential.

20 A candidate will be judged *outstanding* if, in addition to meeting the criteria for
21 excellent, s/he has served frequently as an officer or board or committee member of a
22 regional or national professional association.

1 The evaluation categories of *fair* and *poor* are reserved for candidates for
2 professor who fall short of meeting the standards listed above for *good* performance.

4 EVALUATION PROCESS

5 The process and schedule for applying for promotion and tenure in the
6 Department of History is governed by the *College of Arts and Sciences Promotion and*
7 *Tenure Manual*. Applications for promotion to Assistant Professor, and for tenure and
8 promotion to Associate Professor, will be evaluated by the departmental P&T I
9 Committee, consisting of all departmental faculty with tenure and at the rank of assistant
10 professor or above. Applications for promotion to the rank of professor and for tenure at
11 that rank will be judged by the departmental P&T II Committee, composed of all tenured
12 full professors.

13 An important part of the departmental evaluation is the assessment of the
14 candidate's credentials by recognized specialists outside of Georgia State University.
15 The candidate must submit with his / her dossier a list of six scholars in the candidate's
16 subfield(s) who are qualified to evaluate the candidate's performance in the area of
17 professional development and his / her reputation within the discipline. The departmental
18 chair, together with the departmental Committee on Promotion and Tenure, will prepare a
19 list of six additional scholars who could perform the assessment role. Detailed
20 requirements for these lists is included in the College Manual (section VIII). Both lists
21 will be submitted to the Office of the Dean, who will select from them at least four
22 persons to perform an outside review. The letters supplied by these outside reviewers
23 will be considered at all levels of review in the University.