

DEPARTMENT OF HISTORY  
PROMOTION AND TENURE GUIDELINES

COLLEGE OF ARTS AND SCIENCES  
GEORGIA STATE UNIVERSITY

Policy Title:	Department of History Promotion and Tenure Guidelines
Version:	3
Department Approval:	09/30/2013
College Approval:	Promotion and Tenure Review Board, 02/05/2014

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 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.

28

29

## PROFESSIONAL DEVELOPMENT

30

31

32

33

34

35

36

37

38

39

40

41

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.

42

43

44

45

46

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.

175

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.

210

#### 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.

239

240

## **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.

250

251

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.

337

### 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.

349

#### 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.

362

363

364

365 **SERVICE**

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.

384  
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.

390

#### 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.