

**Department of History
University of Georgia**

Promotion and Tenure Guidelines

Preamble

In all matters related to promotion and tenure, the Department of History abides by the University of Georgia Guidelines for Appointment, Promotion and Tenure (“University Guidelines”). The guidelines that follow supplement the University Guidelines, which take precedence in case of conflicting standards, criteria, or processes. All faculty are expected to be familiar with both the Department and University Guidelines. .

The appropriate cohort of the faculty will be expected to make its professional collective judgment in accordance with recognized professional standards at major research universities. It is the faculty's responsibility to determine what counts as the adequate threshold of quantity and, above all, quality in every case. Nothing in these guidelines shall be construed as freeing the faculty of that obligation, nor do they afford some mechanical model to be applied without regard to individual circumstances.

Advisement: At the time of appointment, a new faculty member will receive a copy of this document and will sign a letter indicating receipt and understanding of these guidelines. For each incoming assistant professor, the department chair will initially serve as a mentor and suggest that the new faculty select within his/her first year a senior faculty mentor who will advise on matters of teaching, research, professional decorum, the department, and promotion and tenure. Selection of this mentor does not preclude mentoring from other faculty, and junior faculty may choose not to select a faculty mentor.

In the annual evaluation, the department chair will provide written advice to faculty below the rank of professor on their progress toward promotion, with specific suggestions as to what the faculty member must do to meet the criteria outlined in this document for promotion in rank and tenure, if appropriate.

Third-year review: In the spring of the third year each assistant professor will submit a curriculum vitae and teaching materials to the department chair and the department Personnel Committee: three elected full and/or associate professors who conduct third-year reviews and assess the qualifications of candidates for promotion and tenure.

The Personnel Committee will review the CV, visit classes, and review the evidence of performance in instruction. Then the committee will discuss the faculty member's research program and classroom performance and offer specific suggestions as to what the faculty member must do to meet the criteria outlined in this document for promotion in rank and tenure, if appropriate.

The committee conducting the third-year review will provide a copy of the review report to the department head and the candidate. The candidate will have an opportunity to provide a written response to the review, and this response will be made available at the faculty meeting at which the votes on the report and renewal of the candidate are taken.

The faculty will discuss and vote “Yes” or “No” on the following question:
 “[Candidate’s name] has made sufficient progress towards promotion and/or tenure to Associate Professor.”

At the same meeting, faculty will take a second “Yes” or “No” vote on the following question:

“[Candidate’s name] should be renewed for the fourth year.”

Preliminary Consideration for Promotion and/or Tenure:

The Department will follow procedures for initial consideration presented in the University Guidelines. In the spring of the appropriate year, by the deadline of March 1, candidates who wish to be considered for promotion and/or tenure will communicate this wish in writing to the department chair.

By the March 1 deadline the candidate will present a vita, copies of publications, teaching materials, and a statement concerning present and future research and writing to the department chair and the personnel committee. The personnel committee will review these materials and report to the faculty on them. All faculty eligible to vote on this candidate will have access to these materials. At a meeting of eligible faculty held by April 15, the committee will present its report. The faculty will vote on the following question: “[candidate's name] should be formally reviewed for promotion to the [next rank] and/or for tenure.”

Faculty will vote "Yes" or "No" on this question. The chair will convey the results in writing to the candidate within three working days of the vote.

In accordance with the University Guidelines, candidates who receive a majority of "Yes" votes on this question and who wish to be formally reviewed for promotion and/or tenure will work with the department chair and the personnel committee to prepare the dossier.

Formal Review:

In all matters pertaining to the formal review, the department will follow the University Guidelines.

In addition, the candidate will make available by August 1 a dossier presenting evidence of contributions to research and teaching and of standing in the profession, as outlined below.

Articles or books that have been accepted but not published may be submitted if accompanied by a letter of formal acceptance and by readers' reports, if available. Copies of all published items listed on the vita, along with other materials prepared for the

dossier, including the external letters of assessment, must be made available to the department by August 1.

The faculty will meet by or on September 1 to discuss the credentials and vote on a recommendation by the personnel committee. Following the vote on each candidate the chair will announce how he/she voted.

Requests for reconsideration by candidates who do not receive a positive recommendation must be handled in accordance with the University Guidelines.

Criteria for the Ranks:

For Promotion to Associate Professor:

For promotion to associate professor, candidates must "show clear and convincing evidence of emerging stature as regional or national authorities unless their work assignments are specifically at the local or state level." Candidates' records, including the statement on present and future research and writing, must suggest ongoing productivity. The procedure for documenting and demonstrating a candidate's qualifications for promotion to associate professor is described below.

Teaching: University Guidelines require that candidates for promotion demonstrate "effectiveness in teaching" that is "reflected in student learning and improvements in the learning environment and curriculum. In the discipline of history, effective teaching and learning are measured above all by students' ability to understand and demonstrate that human experiences, values, and conceptions of the world change; that even a single society at a single moment in time is heterogeneous in significant ways; that every piece of historical evidence is anchored in a particular perspective that needs to be considered carefully; and that historical research and analysis require a disciplined and even skeptical approach, which insists on primary evidence and reliable scholarship to make an argument persuasively.

Student evaluations are a useful tool for identifying areas in which faculty can improve. Popular teaching is not necessarily good teaching, however, and selection bias, small sample size, and gender bias weigh heavily in any statistical analysis of student evaluations. For those reasons, numerical evaluations must be complemented with other materials attesting to teaching effectiveness, as outlined in the University Guidelines: honors or special recognitions for teaching accomplishments, development or significant revision of programs and courses, qualitative student evaluations, peer evaluation, publication activities related to teaching, and grants related to instruction. In addition, the department requires that faculty submit a sample of syllabi, assignments, and tests from several courses.

Candidates whose records reflect difficulty in teaching must also be able to document steps they have taken to correct these problems, and the record must reflect that significant improvement has occurred by the time of Promotion and Tenure.

Research: It is the department's intention that the core of the research dossier reflect

original contributions of substantial scope and influence. The departmental expectation is that by the August 1 deadline faculty who qualify for promotion to associate professor will have published a book, or have a book manuscript that has completed copy-editing and gone into production, with a recognized university, scholarly, or trade press. If faculty choose to do so, they may substitute for the book at least six different articles in refereed professional journals, a critical edition, a major digital project, **or** a co-authored work. The book, articles, critical edition, major digital project, or co-authored work must be a substantive study of issues significant in history and related disciplines.

In addition to a book or its equivalent as described above, the department expects candidates who qualify for promotion to associate professor to be active in the profession, as demonstrated by participation in national and regional conferences, the publication of journal articles, the publication of articles in popular media, contributions to edited volumes, the acceptance of lecture invitations, fellowships, or other honors at external institutions, the organization of or participation in outreach activities, or participation in the administration of professional organizations. The department recognizes that there are many ways to be active in the profession and that different faculty will choose different courses of action.

Presses and journals vary in quality and have strengths in different fields of history. There is no single ranking of publishing venues that is applicable across all fields of history, and it is not possible to create rigorous rankings that account for every field and every publication in the discipline, or to create rankings of publication venues for digital projects, which are almost all hosted on a server and placed on the Internet. Therefore, in accordance with standard practice in the discipline of history, the evaluation of the substance and significance of a candidate's publications and of a candidate's emerging national reputation will be made by tenured faculty in the department and by outside referees. The American Historical Association identifies "carefully monitored peer review as the fairest way possible to ensure disinterested evaluation of research." Other metrics as applied to the discipline of history have not proven to be analytically rigorous. Citation indices, for example, may reflect the number of individuals in a given field or the funding opportunities associated with that field rather than the reputation of the scholar.

Service: Successful candidates for promotion to associate professor are expected to contribute to the life of the department and to participate on committees as appropriate. Service can be broadly interpreted to mean participation in activities that contribute to the life of the department, the discipline, the University, and the community. Participation or leadership in professional organizations helps meet these criteria.

For Tenure:

For tenure, candidates must satisfy all criteria for promotion to associate professor and satisfy all of the relevant criteria outlined in University Guidelines. The tenure review should parallel the promotion review in procedural steps, though separate votes on each are required.

For Promotion to Professor:

For promotion to professor, candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units. Unless the candidate's assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature. The procedure for documenting and demonstrating a candidate's qualifications for promotion to professor is described below.

Teaching: University Guidelines require that candidates for promotion demonstrate "effectiveness in teaching" that is "reflected in student learning and improvements in the learning environment and curriculum. In the discipline of history, effective teaching and learning are measured above all by students' ability to understand and demonstrate that human experiences, values, and conceptions of the world change; that even a single society at a single moment in time is heterogeneous in significant ways; that every piece of historical evidence is anchored in a particular perspective that needs to be considered carefully; and that historical research and analysis require a disciplined and even skeptical approach, which insists on primary evidence and reliable scholarship to make an argument persuasively.

Student evaluations are a useful tool for identifying areas in which faculty can improve. Popular teaching is not necessarily good teaching, however, and selection bias, small sample size, and gender bias weigh heavily in any statistical analysis of student evaluations. For those reasons, numerical evaluations must be complemented with other materials attesting to teaching effectiveness, as outlined in the University Guidelines: honors or special recognitions for teaching accomplishments, development or significant revision of programs and courses, qualitative student evaluations, peer evaluation, publication activities related to teaching, and grants related to instruction. In addition, the department requires that faculty submit a sample of syllabi, assignments, and tests from several courses.

Candidates whose records reflect difficulty in teaching must also be able to document steps they have taken to correct these problems, and the record must reflect that significant improvement has occurred.

Research: It is the department's intention that the core of the research dossier reflect original contributions of substantial scope and influence that are a significant advance over the materials submitted for promotion to associate professor. The departmental expectation is that by the August 1 deadline faculty who qualify for promotion to professor will have published a book, or have a book manuscript that has completed copy-editing and gone into production, with a recognized university, scholarly, or trade press. If faculty choose to do so, they may substitute for the book at least six different articles in refereed professional journals, a critical edition, a major digital project, or a co-authored work. The book, articles, critical edition, major digital project, or co-authored work must be a substantive study of issues significant in history and related disciplines and must be in addition to the work that was considered for the faculty member's promotion to associate professor.

In addition to a book or its equivalent as described above, the department expects candidates who qualify for promotion to professor to be active in the profession, as demonstrated by participation in national and regional conferences, the publication of journal articles, the publication of articles in popular media, contributions to edited volumes, the acceptance of lecture invitations, fellowships, or other honors at external institutions, the organization of or participation in outreach activities, or participation in the administration of professional organizations. The department recognizes that there are many ways to be active in the profession and that different faculty will choose different courses of action.

University Guidelines require that candidates who qualify for promotion to professor demonstrate “national or international recognition in their fields and the likelihood of maintaining that stature.” In accordance with standard practice in the discipline of history, the substance and significance of a candidate’s publications, a candidate’s national or international reputation, and the likelihood of maintaining that stature will be measured by peer evaluation. Peer evaluation will include the assessments of professors within the department, letters from outside referees, and, if applicable, book reviews.

Service: Successful candidates for promotion to professor will demonstrate active participation in the life of the department, the College, and the University by service on student, departmental, and/or college committees. They will show a record of participation in departmental activities. Beyond the level of the kinds of service that involve instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the department, the discipline, the University, and the community. Leadership in professional organizations helps meet these criteria.

Revisions to the Promotion and Tenure Guidelines of the History Department:

This document and discipline-specific criteria must be accepted by the faculty within the Department of History, and must be reviewed and approved by the dean of the College and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this document and the University Guidelines. In addition, any changes or updates to this document must be approved by the faculty, dean and the Provost. All revisions and approval dates must be listed in the PTU document.

REVISED February 12, 2015; March 28, 2015
Approved by the University, June 8, 2015