University of West Georgia Department of History
Procedures and Criteria for Pre-Tenure Review, Promotion, Tenure, and Post-Tenure Review

1. Introduction

An academic department needs a diversity of talents, enabling it to operate as a team and perform all functions of the department. It is the mix that matters, not uniform standards of expectation for each faculty member in all areas. It is expected that each faculty member will contribute to the department in ways reflective of his or her professional interests and expertise.

The criteria for promotion and tenure are based on a twelve-hour work load. Teaching still remains the primary function of each faculty member, although opportunities for professional development are enhanced when faculty members are able to take one course of reassigned time each semester. Each faculty member is also expected to perform service to the institution.

Current faculty shall be evaluated not only in terms of where the institution hopes to go, but where it has been. They shall be evaluated according to the totality of their professional career to date, with an emphasis on their achievements since their appointment to the department.

The Department has developed criteria for the evaluation for Merit Pay (III-A) that provide opportunities for faculty to emphasize their accomplishments and record of activities through an annual narrative submitted to the Department Chair. The Promotion and Tenure criteria shall always align with the standards for evaluating faculty in the History Department.

Candidates who were under contract, promoted, or received a post-tenure review between August 1, 2010 and July 31, 2015 will have the option to choose as their standard for their next application for promotion, tenure, or post-tenure review the P&T guidelines that were in effect between August 2010 and January 2015 (See Appendix) - though they also have the option of selecting these new guidelines (i.e., the guidelines adopted by the department in 2015) as their standard if they choose. These new guidelines will apply to all faculty members who begin their employment at the University of West Georgia after August 1, 2015. After a five-year grace period (which will expire in the summer of 2020), all tenured and tenure-track faculty members of the History Department who began working at the University of West Georgia prior to August 1, 2015 and who are applying for promotion or tenure will also be required to use the new guidelines as their standard of evaluation.

2. Pre-Tenure Review

The process of pre-tenure review shall follow university and department guidelines. Each new tenure-track member of the department shall complete the pre-tenure review in the third year of his or her probationary period, or in those cases where the faculty member has prior years’ service toward tenure, at the midpoint of the remaining probationary period.

The chair of the department’s Promotion and Tenure Coordinating Committee shall notify candidates for pre-tenure review of what they need to do by August 15 of the academic year in which the review is to be conducted. Each candidate shall submit the following materials to the chair of the Promotion and Tenure Coordinating Committee according to the schedule for that particular academic year provided by the Office of the Provost and Vice President for Academic Affairs:
a. A detailed curriculum vitae listing the dates and granting institutions of all degrees earned; publications, presentations, and other scholarly achievements; courses taught at UWG and any student advisement and committee work; and service activities. The curriculum vitae shall place particular emphasis on the candidate's accomplishments and activities since arriving at the University of West Georgia.

b. A narrative description of the candidate's philosophy of/ approach to/ achievements in teaching, scholarship, and service. Each category shall have a separate narrative of 1-2 pages.

c. Annual reviews by the department chair.

d. Student evaluations of all courses taught at the University of West Georgia.

e. Sample syllabi and, at the candidate's discretion, samples of other instructional materials.

f. Evidence of scholarly achievement such as publications, conference papers, manuscripts in progress, etc.

g. A complete copy of all publications.

h. Supplemental materials at the discretion of the candidate. No formal letters of recommendation are required.

The Department Chair and two tenured members of the department (one chosen by the applicant and the other appointed by the Promotion and Tenure Coordinating Committee) shall attend and evaluate at least one of the candidate's classes at a time mutually agreeable to the candidate and the reviewers. The reports submitted by the three reviewers will be included in the candidate's portfolio. The evaluations should be completed by the semester before the candidate's scheduled third-year review.

The tenured members of the department, led by the Promotion and Tenure Coordinating Committee, shall thoroughly and comprehensively review the individual's achievements and performance in light of the department's promotion and tenure policies, and the Promotion and Tenure Coordinating Committee shall then draft a letter that reflects the views of the "committee of the whole" - that is, the committee comprised of all tenured members of the department. The purpose of a third-year review letter is to help a candidate prepare for the tenure application process and to give the candidate a candid assessment of what he or she will need to do to present a successful application for tenure. The primary audience for the letter is the candidate. The letter will also be shared with other tenured members of the department, the chair, and the dean, so it is a public document that provides a formal assessment of the candidate’s progress toward tenure, but the primary purpose of the letter is to give feedback to the candidate that will be helpful to his or her professional growth and eventual application for tenure.

In addition to the committee report, the department chair will provide a separate written report on the progress of the faculty member toward promotion and/or tenure. The department chair will meet with the candidate to discuss both reports, offer suggestions for future progress and professional development, and give the candidate an opportunity to provide a written response, which will be appended to the written report. The department chair will then forward copies of the written reports and the candidate's optional response to the dean. A positive pre-tenure review is not a guarantee of tenure and/or promotion.

3. Process for Promotion and Tenure
As stipulated in the University of West Georgia Faculty handbook, the Vice President for Academic Affairs shall establish all deadlines for the receipt of candidate dossiers and supporting materials. The candidate’s portfolio is expected to include:

a. A detailed curriculum vitae;
b. Annual reports by the department chair;
c. Narrative statements detailing achievements in teaching, service, and professional growth;
d. 3 sample syllabi (one each for survey, undergraduate, and graduate courses)
e. Three years of student evaluations previous to the review date;
f. Copies of all professional growth activities (articles, book reviews, books, etc.);
g. Reports on museum exhibits or other public history products;
h. Any other supporting materials they wish to include that are referred to in the narrative statements;
i. Candidates for promotion and tenure to the rank of Associate Professor and promotion to the rank of Professor must include three letters of support from individuals outside of the department who are familiar with their contributions in teaching, professional growth, or service. At least two of the three letters must focus on noteworthy areas of achievement, and one letter should address the candidate’s scholarship.

Regarding letters, the candidate will provide a list of five names of prospective reviewers from outside the department, preferably by April 15. The candidate, department chair, and the chair of the Promotion and Tenure Coordinating Committee will agree on which three reviewers will be contacted first by the chair of the committee. Prospective reviewers should be established faculty or professionals who can comment knowledgeably on the quality of the candidate’s teaching, professional growth, or service. The chair of the Promotion and Tenure Coordinating Committee will contact the reviewers in order on the list until three have agreed to do the review. The chair of the committee will send to the reviewers the following materials: a cover letter describing the department and university’s mission and the typical teaching load for History faculty, and emphasizing that we seek evaluation of the quality of the candidate’s contribution to a particular area; a copy of the department’s promotion and tenure requirements; a copy of the candidate’s curriculum vitae; and samples of the candidate’s contributions (ex: published or unpublished scholarship; examples of innovative teaching or significant service), chosen in consultation with the candidate and the department chair.

Materials for review ideally should be mailed by April 30, or if past April, no later than two weeks after receiving the list of reviewers. The deadline for their response will be a date assigned by the Promotion and Tenure Coordinating Committee, based upon the schedule provided to the committee that year (preferably by August 15). This will allow time for the committee to incorporate the reviewers’ comments into their report; the reviewers’ comments will also be included in the candidate’s file for review by the tenured faculty.

The Promotion and Tenure Coordinating Committee will collect and make available all materials related to candidate portfolios to the other tenured members of the department. The specific deadlines for promotion and tenure materials are provided by Office of the Provost and Vice President for Academic Affairs.
Within two weeks of receiving the candidate portfolios, the committee will convene a “committee of the whole” of the tenured members of the department to discuss each portfolio. The committee of the whole will then vote on each candidate, following the guidelines that are outlined in the Promotion and Tenure section of the department handbook. Once a decision has been reached, the members of the Promotion and Tenure Committee will then have one week to draft letters that reflect the decision reached by the committee of the whole and disseminate drafts of the letters for each candidate to the tenured members of the department. If necessary, another meeting of the committee of the whole will be convened to finalize the letters. The content of the letters should reflect the guidelines that are found in the Promotion and Tenure section of the department handbook. Once the committee has completed the letters, it will submit them to the department Chair.

Candidates who have been given one or more years of probationary credit toward tenure upon entering the University of West Georgia will receive full credit for the teaching, service, and scholarship that they have completed as full-time, tenure-track faculty members at other institutions. Such candidates may count the work that they have completed in teaching, service, and scholarship at other institutions as fulfilling any requirements in these guidelines for equivalent work at UWG. However, to earn tenure and promotion at UWG, candidates with probationary credit will also have to demonstrate achievements in all three categories (teaching, professional development, and service) after the beginning of their employment at UWG in order to show a record of continued engagement and accomplishment as members of the History Department at the University of West Georgia.

4. **Criteria for Promotion and Tenure**

The criteria below are to be taken as guidelines for promotion and tenure evaluations of current Department members including minimum and noteworthy expectations for all applicants. The criteria here are designed to give general guidance as well as some specific expectations for three main areas of evaluation: teaching, professional growth and development, and service. In addition, the Board of Regents requires candidates for promotion and tenure to demonstrate achievement in a fourth category – academic achievement – by attesting that they have earned a terminal degree in their discipline, which, for the discipline of History, is the Ph.D.

According to the university faculty handbook, “Four criteria are prescribed by Board of Regents Policies, 8.3.6: 1) superior teaching, 2) outstanding service to the institution, 3) academic achievement, and 4) professional growth and development. According to Regents’ Policies, noteworthy achievement should be expected in at least two areas. At the University of West Georgia, one of those ‘noteworthy’ areas must be teaching.” In addition, for “promotion to Associate Professor or Professor, one must have demonstrated at least some substantive and documentable achievement in all four areas.” (UWG Faculty Handbook, p. 16). The department also expects candidates to act professionally and ethically in all interactions with students, faculty, and other members of the university community.

The university has stipulated minimum guidelines for promotion to Associate Professor and Professor: (UWG Faculty Handbook, p. 17)
"3. To Be Promoted to Associate Professor

3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1.

3.2. Service to Institution. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

3.3. Academic Achievement. Terminal degree in discipline.

3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3.

4. To Be Promoted to Professor

4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1.

4.2. Service to Institution. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

4.3. Academic Achievement. Terminal degree in discipline.

4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.03025.3"

In addition to the above university guidelines, the History Department has outlined specific standards for promotion to Associate Professor and Professor. The following guidelines outline the minimum standards in each of the three main areas of evaluation that would satisfy the “substantive achievement” definition from the university handbook. In addition, the standards for “noteworthy” achievement are also outlined in each section. To reiterate, at least two of these three areas (one of which must be teaching) should reflect “noteworthy achievement” when going up for promotion.

a. Teaching

Excellence in teaching is one of the most important criteria for evaluating faculty. All faculty members will be evaluated on their teaching in undergraduate and graduate courses as documented through a teaching portfolio. The portfolio should include a narrative of the faculty member’s teaching philosophy and record, along with anything else that would be indicative of successful teaching practices that are referred to in the narrative. Teaching also embraces a range of other instructional activities, such as directing or serving on a graduate thesis committees; directing undergraduate or graduate research projects to be presented at conferences; directing student internships; supervising graduate or undergraduate research assistants engaged in historical research and writing; developing and directing
classroom public history projects that engage students in the community; reading papers or advising students in the core history courses of Methodology, Senior Seminar, or Historiography; providing guest lectures for history classes of other faculty; or presenting workshops or other educational programs for the university students and community.

Faculty members may also demonstrate their commitment to teaching by developing new courses in the department, including team-taught and interdisciplinary courses; making significant revisions to existing courses which they teach; participating in or developing workshops or seminars on teaching history; developing online courses or websites for existing courses; or in other ways in which faculty seek to continue to develop as teachers. As per the UWG Handbook, teaching also includes integrating scholarship relating to pedagogy.

Teaching may also extend into the public domain and include activities associated with “civic engagement.” Civic engagement entails an active partnership between scholars and a community for the creation and application of knowledge. In this category, faculty may include activities outside the traditional classroom such as working with teachers in the community to improve the quality of K-12 teaching; developing and presenting public programs for libraries, historical agencies, museums, archives, or parks that draw on the faculty member’s area of expertise; or other similar types of activities within a public setting that utilize the faculty member’s expertise and specialized skills.

In addition to the narrative evaluation prepared by the faculty member under review, teaching may also be assessed through student evaluations, peer evaluations, chair evaluations, and teaching awards (such as the Griffin Award).

According to the UWG Faculty Handbook (pages 18-19), evidence of successful teaching will come from the following sources:

“5.1. Teaching:

5.1.1. Effectiveness as shown by peer or supervisor evaluation
5.1.2. Honors or special recognitions for teaching accomplishments
5.1.3. Letters from former students attesting to the candidate's instructional abilities
5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
5.1.5. Scholarship related to teaching
5.1.6. Successful development of courses
5.1.7. Development of effective curricula and/or instructional methods
5.1.8. Faculty directed student research that complements classroom learning
5.1.9. Student evaluations
5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.”

(1) Criteria for Promotion and Tenure to the Rank of Associate Professor and Promotion To Professor
For promotion and tenure to Associate Professor, activities from the UWG Faculty Handbook will be considered, but all candidates MUST have achieved the following:

a. Taught at least one survey in the Core
b. Taught at least one graduate seminar and/or served on graduate thesis or exam committees.
c. Taught at least four different upper-level undergraduate courses. (Undergraduate service classes, such as Methodology and Senior Seminar, can be counted toward this requirement, as can all 3000- and 4000-level undergraduate courses in the candidate's field of study).
d. Demonstrated a consistent record of effective teaching, as measured by student teaching evaluations and class observations from peer faculty, including evidence of student learning (see 5.1.10 above)

In addition, all candidates must demonstrate noteworthy achievement by accomplishing at least three different items from the following list:

e. Creating new courses, particularly those that are added to the course catalog, or significantly redesigning a course (evidence of significant redesign must be included in the candidate's portfolio)
f. Winning a department, college, university, or Board of Regents teaching award
g. Directing graduate theses
h. Directing Public History Internships
i. Designing and teaching one or more online classes (excepting eCore classes)
j. Receiving invitations to guest-lecture in classes taught outside of the history department (which demonstrates a reputation for good teaching outside of a candidate's own department)
k. Supervising student research or student presentations of their research. (This might include, among other things, helping students create conference abstracts or helping them to prepare for conferences where they can present their research)
l. Offering continuing education and/or teacher workshops and certification programs
m. Team teaching with another faculty member
n. Teaching service classes such as Methodology, Senior Seminar, Historiography, and History of Georgia
o. Regularly grading foreign language exams or creating new foreign language exams
p. Teaching an interdisciplinary course
q. Publishing an article or presenting at a conference (scholarship related to teaching)
r. Presenting guest lectures for history classes
s. Presenting workshops or other educational programs for university students and the community
t. Other types of evidence not listed. Candidates must include a description of the achievement and why it is significant. The tenured members of the department will decide if the proposed achievement is acceptable.

For promotion to the rank of Professor, candidates must excel in the area of teaching and their portfolio should indicate noteworthy achievements. For the History Department, noteworthy achievement for the rank of Professor must include at least three different accomplishments from the above list that have been completed since promotion to Associate Professor.

b. Professional Growth and Development
According to the UWG Faculty Handbook (p. 16), “All faculty members at the University of West Georgia are expected to participate actively in the intellectual life of their discipline and their profession. This may take the form of professional development activities which involve the practical application of existing knowledge or the creation of new knowledge. All faculty members are expected to have a professional development agenda and make progress annually in addressing it.” The History Department reaffirms the value of all professional growth and development activities listed in the UWG Faculty Handbook that pertain to History faculty:
“5.3. Professional Growth and Development:

5.3.1. Scholarly Publications (as determined by the disciplines):
   a. Books published by peer-reviewed presses
   b. Other published books related to the candidate’s professional field
   c. Articles published in refereed journals
   d. Papers and articles published elsewhere

5.3.2. Presentations before learned societies and professional organizations

5.3.3. Grants
   a. Grants received for research, scholarship, or creative activity
   b. Grants received for curricular development or other academic projects
   c. Submitted proposals for competitive external grants

5.3.4. Honors and awards for research, scholarship, or other creative activities

5.3.5. Recognition by professional peers
   a. Reviews of a candidate’s publications or creative work by persons of recognized competence in the discipline.
   b. Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.
   c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one’s discipline, scholarship, and/or creative activities.
   d. Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
   e. Other performances related to academic field.
   f. Exhibitions of creative works in which such works are invited or selected after competitive review.
   g. Non-refereed exhibitions.
   h. Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
   i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
   j. Consultation which involves scholarly application of professional expertise

5.3.6. Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)

5.3.7. Other as approved by departments and colleges”

The department also recognizes the importance of scholarship based on the standards and activities listed in the American Historical Association report, “Redefining Historical Scholarship.” The full report can be found at: http://www.historians.org/pubs/Free/RedefiningScholarship.htm. The relevant section follows:

“The advancement of knowledge includes: Original research—based on manuscript and printed sources, material culture, oral history interviews, or other source materials—published in the form of a monograph or refereed journal article; disseminated through a
paper or lecture given at a meeting or conference or through a museum exhibition or other project or program; or presented in a contract research report, policy paper, or other commissioned study. Edited anthologies, journals, or series of volumes comprised of the work of other scholars.

The integration of knowledge includes: Synthesis of scholarship--published in a review essay (journal or anthology), textbook, newsletter, popular history, magazine, encyclopedia, newspaper, or other form of publication; disseminated through a paper or lecture given at a meeting or conference or through a museum exhibition, film, or other public program; or presented in a contract research report, policy paper, or other commissioned study, edited anthologies, journals, or series of volumes comprised of the work of other scholars.

The application of knowledge includes: Public history, specifically: Public programming (exhibitions, tours, etc.) in museums and other cultural and educational institutions. Consulting and providing expert testimony on public policy and other matters. Contract research on policy formulation and policy outcomes. Participation in film and other media projects. Writing and compiling institutional and other histories. Historic preservation and cultural resource management. Administration and management of historical organizations and institutions. Archival administration and the creation of bibliographies and databases. Professional service--editing journals and newsletters, organizing scholarly meetings, etc. Community service drawing directly upon scholarship--through state humanities councils (e.g., public lectures), history day competitions, etc."

(1) Criteria for Promotion and Tenure to Associate Professor

The UWG Faculty Handbook (p. 17) states that candidates for tenure and promotion to the rank of Associate Professor should demonstrate "scholarly contributions, creative work, or successful professional practice in the candidate’s discipline and a strong likelihood of continuing effectiveness.” The Department recognizes three paths to achieve this goal, outlined below as Options A, B, and C.

Option A (Monograph—Noteworthy Achievement):

The publication of a historical monograph will be considered a singular achievement that, in and of itself, fulfills all requirements for professional growth and development at a noteworthy level. Candidates relying on a monograph should be aware that a book manuscript must be accepted for publication, with all stages of peer review completed, in order for the department to consider their application for tenure and promotion. For any monograph not yet at the proof stage, candidates must include documentation from their publisher stating that the book is completed and accepted, with proofs to follow at a later date.

The department will consider scholarly works published with a trade press as equivalent to a monograph according to the following: the book published with a trade press must contain footnotes or other citations and present the candidate’s original research. In addition, the book must either undergo a process of peer review prior to publication or a favorable academic review process subsequent to publication. If the trade book did not undergo a process of peer review prior to publication, the
candidate must provide the P&T Committee with two favorable academic reviews of the book or, if these are not available, the P&T Committee will submit the book to two external peer reviewers in the field (chosen from a list of four or more potential reviewers submitted by the candidate), who will be asked to write an approximately 500-750 word evaluation. If those two reviews are favorable, the book will be treated as a monograph for purpose of promotion and tenure evaluation.

If a book published with a trade press lacks footnotes or, in the judgment of the tenured members of the department, appears to be mainly a synthetic work rather than a work of original research, it shall be treated as a popular history/trade book that, for purposes of evaluation, is equivalent to a textbook marketed for undergraduate students.

Option B (Substantive Achievement in Professional Development Without a Monograph):

All candidates who have not published either a monograph or a scholarly work published by a trade press must publish a minimum of one peer-reviewed journal article or book chapter, and present one conference paper based on original research. The article/chapter must be in print at the time of application for tenure.

In addition, to meet the satisfactory standard for professional development, candidates must either: (1) complete two additional items from the list of singular achievements detailed in Column A (below); or (2) complete one additional item from the list of singular achievements detailed in Column A (below) and produce work matching three separate categories listed in Column B (below). At least one of the items from Column A must have been produced while at the University of West Georgia.

Option C (Noteworthy Achievement in Professional Development Without a Monograph):

All candidates who have not published either a monograph or a scholarly work published by a trade press must publish one peer-reviewed journal article or book chapter, and present one conference paper based on original research. The article/chapter must be in print at the time of application for tenure.

In addition to the above, to meet the noteworthy standard for professional development, candidates must complete two additional items from the list of singular achievements detailed in Column A (below) and complete four items in three different categories listed in Column B (below). At least one of the items from Column A must have been produced while at the University of West Georgia.

(2) Criteria for Promotion to the Rank of Professor

The UWG Faculty Handbook (p. 17) states that candidates should demonstrate a “clear and convincing record of emerging stature as a regional, national, or international authority within the candidate’s discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate’s discipline.” The Department recognizes three paths to achieve these goals, outlined below as Options A, B, and C. In each of these options, only work accomplished since promotion to the rank of Associate Professor will be recognized.

Candidates for promotion to the rank of Professor must demonstrate a sufficient amount of scholarship to satisfy the requirements for Option A, B, or C (which are outlined in detail in the preceding section).
Fulfillment of the requirements for Option A or Option C will be considered a noteworthy achievement; fulfillment of the requirements for Option B will be considered a satisfactory achievement. If candidates believe that an item from Column A is a significant contribution and should count for two items, they must include an explanation in their narrative. The tenured members of the department will determine if such consideration is merited. In all of these cases, the final product for all work counted toward fulfillment of these requirements must have been produced after the candidate’s promotion to the rank of Associate Professor; no scholarship that was listed on the candidate’s CV for application to the rank of Associate Professor can be counted toward fulfillment of the requirements for promotion to the rank of Professor.

Table of Singular Achievements and Categories of Achievement:

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<th>Column A (Singular Achievements):</th>
<th>Column B (Categories of Achievement):</th>
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<td>Entries in Print or Electronic Reference Works</td>
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<tr>
<td>Oral History Project</td>
<td>Small Exhibit Projects</td>
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Note: An Oral History project involves the creation and processing of an oral history collection project according to the best practices of the field.

Archives Administration Project

Note: An archives administration project can include the creation of an archive, processing of an archival collection including the creation of a finding aid, and a digital archives project.

Historic Preservation Project

Note: Historic Preservation projects may include an architectural survey, preparation of a national register nomination, development of design review guidelines, creation of a preservation

Policy Papers

Creation of Bibliographies or Databases
plan, or other type of cultural resource management project.

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<th>Digital Media Project</th>
<th>Commentary in Recognized Scholarly Print or Electronic Venues (including blogs) that Draws Upon a Candidate’s Scholarship</th>
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<td>Public Programming Project</td>
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**Other types of evidence not listed. Candidates must include a description of the achievement and why it is significant. The tenured members of the department will decide if the proposed achievement is acceptable.**

**NOTE:** All published works that a candidate submits for consideration must be either in print or be accepted with no further revisions required. For any works not yet at the proof stage, candidates should include documentation from the publisher stating that the article/book/chapter is completed and accepted, with proofs to follow at a later date.

c. Service

All department faculty members should demonstrate a strong record of service activities that help ensure the smooth governance and functions of the department, college, and university. Each faculty member should serve on department committees and contribute to the other required work of the department, such as serving on ad-hoc committees, conducting peer evaluations of instructors and non-tenured faculty members, serving as undergraduate advisors, serving as faculty sponsor of the History Club or Phi Alpha Theta, preparing departmental newsletters, or other tasks. Faculty members also serve the department by assuming administrative posts, including Graduate Advisor, Undergraduate Advisor, and the Public History Advisor, all of which carry significant administrative responsibilities.

Department members are expected to play a role in faculty governance and service to the college and the university by serving on committees. Activities in this category may include chairing important college or university committees or the American Association of University Professors (AAUP), assuming responsibilities at the college or university level such as coordinating interdisciplinary programs, or taking a leadership role at the college or university level through committee work, serving on the Faculty Senate, or other activities.

Department members are also expected to participate in service activities related to their professional fields, including judging the statewide History Day contest or regional social studies contests; serving on committees of professional organizations; planning conferences; editing a newsletter or journal; serving
on the board of a historical agency, organization, or museum; or taking on other tasks for a professional history organization including serving as an officer for a historical organization or serving a professional organization in a particularly significant endeavor.

In addition to the activities listed above, the UWG Faculty Handbook (p. 18) states that evidence of successful service will come from the following sources:

“5.2. Service to Institution:
5.2.1. Successful development of service programs or projects.
5.2.2. Effective service-related consultation work or technical assistance.
5.2.3. Effective advisement of student organizations.
5.2.4. Successful counseling/advising of students.
5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
5.2.6. Honors, awards and special recognitions for service to the institution or the community.
5.2.7. Significant contributions to the improvement of student, faculty or community life.
5.2.8. Successful mentoring of colleagues.
5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)”

Department Chair evaluations of service shall be considered when evaluating the performance of an applicant.

(1) Criteria for Promotion and Tenure to the Rank of Associate Professor

Service requirements for Promotion and Tenure to the Rank of Associate Professor can be achieved through three options:

Option A (Service as a Coordinator of a significant position – Noteworthy Achievement):
Service as Director of Graduate Studies or Director/Co-Director of Public History (for a minimum of 3 years) will be recognized as a singular achievement at a noteworthy level. Service in an administrative position (for a minimum of 3 years) will also be recognized as achievement at the noteworthy level.

Option B (Service through accomplishments – Satisfactory Achievement)
Satisfactory achievement for promotion and tenure to Associate Professor must include the following accomplishments:
   a. Service on at least three elected and/or appointed department committees
   b. Service as an advisor to undergraduate or graduate students
   c. Completion of at least 2 accomplishments from 2 different categories listed below

Option C (Service through accomplishments – Noteworthy Achievement)
In addition to the requirements for Option B, noteworthy achievement in service will be attained by completing 4 accomplishments from 3 different categories below. One of these categories must be at the college/university level.
(2) Criteria for Promotion to the Rank of Professor

Service requirements for the promotion to Full Professor are satisfied through the same options listed for promotion to Assistant Professor (Option A, Option B, Option C). In addition, candidates for the rank of promotion to Professor may fulfill the requirements for Option A (noteworthy achievement by serving as coordinator in a significant position) by serving as department chair for two or more years. For each of these options, only work accomplished since promotion to the rank of Associate Professor will be recognized. For those serving as a coordinator in a significant position, the majority of service must have occurred since promotion to the rank of Associate Professor.

The following are achievements that will be considered for service:

**Category A: Department**
1. Service on elected and/or appointed department committees (beyond the three mandatory committees stated in Option B)
2. Coordinator of a department function (e.g. Assessment, Scheduling, Library, Advising, Elections, Online)
3. Coordinator of a significant position (Director of Graduate Studies, Director/Co-Director of Public History) for less than three years
4. Faculty advisor for department organizations (Phi Alpha Theta, History Club)
5. Chairing a search committee
6. Producing the department newsletter
7. Organizing a public event for the department outside of the Public Programming Committee
8. Service as the department webmaster
9. Mentoring department colleagues

**Category B: College/University**
1. Service on a college or university committee
2. Service on the Faculty Senate
3. Faculty advisor for a student organization
4. Service activity with another department
5. Coordinator for an interdisciplinary program
6. Advisor for a learning community
7. Working with the Writing/Advising Center
8. Administrative position at UWG (under three years)
9. Mentoring university colleagues
10. Honors, awards, and special recognition for service to the institution

**Category C: Professional**
1. Service as an officer in a professional organization
2. Service on boards of historical/preservation societies
3. Peer-Reviewer for journals, university presses, and textbook publishers
4. Honor or award from a professional organization for service
5. Organize and develop/design professional conferences
6. Interviewed by media as an expert or consultant
Category D: Community
1. Give lecture or presentation
2. Organize a lecture series
3. Organize community workshops
4. Work with local/secondary/county schools in a professional capacity
5. Work with other institutions in an educational capacity
6. Engage in other community activities in a professional capacity. Please note that service for non-professional communities (e.g., church, advocacy group, etc.) will not be recognized unless a faculty member can make a connection between the activity and his/her professional expertise.

** Other types of evidence not listed in Categories A-D will be considered. Candidates must include a description of the achievement and why it is significant. The tenured members of the department will decide if the proposed achievement is acceptable.

d. Promotion and Tenure Letters

The purpose of a tenure or promotion letter is to provide a recommendation for tenure or promotion of a candidate. Its primary audience is the university faculty and administrators who will be assessing the candidate’s application for tenure or promotion. Because of the purpose of this letter, the promotion and tenure letter should provide a clear statement of the committee’s evaluation as to whether the candidate deserves to be awarded tenure or promotion. The committee is comprised of all tenured members of the department. Please see the Promotion and Tenure Committee duties in the Department Handbook (Part III: Internal Governance) for additional details regarding deadlines for promotion and tenure letters.

5. Post-Tenure Review

The department looks to the UWG Faculty Handbook as the guide for post-tenure review. According to the handbook (p. 30), “Criteria to be utilized in conducting this review shall be fair and reasonable expectations consistent with the criteria and standards used in other reviews of faculty related to teaching, academic achievement, professional growth and development, and service to the institution. These will be considered in the context of stated expectations for performance developed by the department, college, and/or unit. These criteria shall also be consistent with the duties the faculty member was assigned through means customary for the unit for the period being reviewed and related to the mission of the institution. The weights or percentages given to different areas may differ according to the faculty member’s professional role, rank and established goals, and any applicable college, library or university-wide policies. The criteria must be sufficiently flexible to accommodate faculty with differing responsibilities, to recognize that faculty members may contribute in different ways to the institution’s mission over time, and to consider the cumulative impact of the faculty member’s career as well as his or her performance during the previous five years.”

Post-tenure reviews will be conducted according to university and college policies (UWG Handbook Section 104.0206 and COAH Guiding Principles) in order to recognize and support effective performance and to provide development strategies for areas of inadequate performance. A positive review will
depend on the faculty member showing continued progress in the areas of teaching, scholarship, and service and the priorities that a candidate chooses to emphasize. The same lists of achievements in teaching, professional growth, and service can be highlighted in the candidate’s narrative.

Tenured faculty will undergo a post-tenure review every 5 years, except for Associate Professors applying for the rank of Professor. Deadlines for post-tenure review are established by the Vice President for Academic Affairs. Each candidate shall submit the following materials to the Chair of the Department Promotion and Tenure Coordinating Committee:

a. Current CV;

b. Professional Activities Reports for the five previous years;

c. Annual reviews by the department chair for the five previous years;

d. Student evaluations for the two previous years.

e. A narrative describing the faculty members’ achievements over the previous five years in teaching, professional growth, and service;

f. Supplemental materials at the discretion of the candidate (no formal letters of recommendation are required); and

g. A brief description of plans for the next 5 years.

The Promotion and Tenure Coordinating Committee will deliver a written report addressing all three areas of evaluation to the department chair, including the strengths of the candidate and any areas of concern. If the committee of the whole has determined that the performance in any area(s) have been inadequate, the report will explain the reasons for that determination and make suggestions about how the problem(s) might be remedied. The department chair will write a separate report and then submit both to the Dean.

[approved March 2015]

*Updated December 2015*