

College of Arts, Sciences and Education Guidelines for Tenure, Promotion, and Mandatory Fourth-Year Review

The purpose of these guidelines is to supplement The Texas A&M University System (TAMUS) Policy 12.01 Academic Freedom, Responsibility and 12.01.01, Institutional Rules for Implementing Tenure, and the A&M-Texarkana UR 12.01.01.H1, Tenure and Promotion. These three documents collectively provide the essential criteria, expectations, and processes related to faculty tenure and promotion in rank CASE, offering support and guidance to faculty members navigating this process.

I. Eligibility and Guidelines for Tenure and/or Promotion

To be eligible to apply for continuing appointment (tenure) and/or promotion, a tenure-track faculty member in CASE must meet the expectations and guidelines established by the University and outlined in UR 12.01.01.H1, as well as the expectations and guidelines established by the College. Regardless of rank, all tenure-track faculty members must apply for tenure by their penultimate year (i.e., sixth year); in addition, up to three years of prior tenure-track service at another institution may be awarded as tenure-track credit and may include prior scholarship achieved at another institution.

II. Tenure and Promotion Coordinator

The Tenure and Promotion Coordinator (Coordinator) is appointed to a three-year term and is responsible for establishing a tenure and promotion committee for each applicant seeking tenure and/or promotion, in accordance with the guidelines outlined below. The Coordinator shall also ensure that all committees adhere to established deadlines.

During the final college meeting of each academic year, all tenured faculty shall select one tenured faculty member to serve as the Tenure and Promotion Coordinator with the term beginning at the next academic year. In the third year of a Coordinator's term, a new Coordinator will be selected to allow for a one-year overlap, ensuring continuity and a smooth transition of responsibilities. A sitting Coordinator may be reappointed following the conclusion of their term, subject to faculty vote.

III. Tenure and Promotion Committees

The purpose of each Tenure and Promotion Committee is to provide a recommendation on the faculty application for tenure and /or promotion. The recommendation aims to ensure that individuals recommended for tenure or promotion in CASE have demonstrated excellence in teaching, scholarship/creative activity, and professional service, and a potential for continued significant impact.

A tenure and promotion committee will be established for each candidate up for pre-tenure review, tenure, and promotion. Members of each committee must be tenured and serve in a rank

at or above the rank of the candidate being considered. Each committee comprises five members who are selected through the following process:

- A. The Coordinator will convene a meeting with division chairs to identify four committee members for each candidate. Membership preference will be given to faculty in each applicant's discipline and those in disciplines as closely related to the applicant's discipline as possible.
- B. The Coordinator will contact each committee member-elect to confirm their willingness to serve on the committee/s to which they are assigned.
- C. The Coordinator will notify each candidate of their committee.
- D. The candidate will notify the Coordinator of whom they select as their fifth committee member.
- E. The Coordinator will provide the dean with the committee membership for each candidate by the first Friday in October.

A faculty member may request to recuse himself or herself from a pre-tenure, tenure, or promotion committee if they believe that he or she cannot give a fair and impartial evaluation of the candidate. The Tenure and Promotion Coordinator, in consultation with the dean, will make a final decision on those requests. The committee shall select a chair as the first order of business.

IV. Procedure for Evaluating Faculty for Tenure and/or Promotion

The Tenure and Promotion Committee will evaluate an applicant for tenure and/or promotion in accordance with the university procedure outlined in UR 12.01.01.H1 and with the discipline-specific guidelines referenced below. The committee may view documents in the applicant's personnel file upon the chair's request.

The Tenure and Promotion Committee will review the faculty member's portfolio and will use its judgment to assess evidence by:

- A. Evaluating each candidate's effectiveness and excellence in educating students, promoting knowledge through scholarship, disseminating research results, active involvement in internal and external service, and achieving external visibility in the professional community.
- B. Ensuring that relative disciplinary norms and evaluation standards are applied to all applicants.

The Tenure and Promotion Committee shall submit a written report and recommendation that documents its observations and collective recommendations according to the timeline specified in the A&M-Texarkana UR 12.01.01.H1. The written report shall include statements of strengths and weaknesses and an overall recommendation for each applicant to the Dean of the College.

The Dean will review the Tenure and Promotion Committee report and prepare a recommendation report to the Provost and Vice President for Academic Affairs according to the timeline specified in the A&M-Texarkana UR 12.01.01.H1.

IV. Procedure for Mandatory Fourth-Year Review

All tenure track faculty are required to participate in a mandatory fourth-year review. The guidelines are included in UR 12.01.01.H1.

V. Division and Program-Specific Expectations

- a. Appendices 1 – 4

VI. Portfolio

When applying for Tenure and/or Promotion, faculty should submit a portfolio to the Office of the Dean of the College of Arts, Sciences, and Education. Faculty members applying for tenure should include all documentation from the date of their employment in a tenure-track position. Faculty members applying for promotion should include all documentation since their last promotion. Once a portfolio is submitted to the Dean's office, the faculty member will not be permitted to revise the portfolio's contents. The portfolio need not be limited to the following but must contain the following order of presentation.

- A. An application letter addressed to the Dean of the College. The letter should state the action requested (that is, tenure, promotion, or tenure and promotion), provide a comprehensive summary of achievement, and include an explanation of why those reviewing the application should grant the request. The letter should address the three main criteria upon which faculty are evaluated: teaching, service, and scholarship.
- B. Curriculum vitae
- C. Documentation of assessment history: Copies of all documents concerning the faculty member's performance reviews, with the most recent ones on top and in descending order.
- D. Documentation of teaching: Indications of quality teaching such as course outlines, sample materials, self-assessments, peer review, representative student work, and student course evaluations as outlined in UP 12.01.99.H1.01 (4.5.1).
- E. Documentation of service (university, region/school, professional, college/division, community): Relevant reports commentary, artifacts, and/or outcomes as outlined in UP 12.01.99.H1.01 (4.5.2).
- F. Documentation of scholarship: Copies of published work (actual copies of the document, not a submission completed on a computer or a word processor), presentations at conferences or other public forums, and evidence of other scholarly activities as outlined in UP 12.01.99.4.5.3.

Initial CASE Approval: May 1, 2025

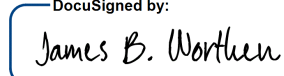
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Appendix 1

EDUCATION

Tenure and Promotion Guidelines for Education Division Faculty

As outlined in Rule 12.01.01.H1 Tenure and Promotion, "each academic college must have written guidelines describing its standards for tenure and promotion, providing a clear progression of expectations to ensure faculty awareness of the standards by which their contributions" to their division, college, and university are evaluated. The following guidelines serve as expectations for tenure and promotion for full-time faculty serving programs in Education and Education Leadership.

Tenure and/or promotion to Associate Professor

As a faculty member in the Education Division tenure and/or promotion requires meeting both university and college requirements. Faculty should review the university policy outlined in Rule 12.01.01.H1. Additionally, faculty members must fulfill the following requirements to demonstrate their identity as scholars in education and educational leadership.

The level of accomplishment in teaching, scholarship, and service is based on the faculty member's role. For example, faculty teaching at the graduate or doctoral levels are expected to place greater emphasis on scholarship (generating new knowledge and contributing to the profession) than those teaching at the undergraduate level. As part of the annual performance review process, tenure-track faculty are responsible for communicating with tenured faculty and the division chair to determine an appropriate percentage distribution of effort among teaching, scholarship, and service.

Below are the **minimum guidelines** for faculty seeking tenure and/or promotion in the areas of teaching, scholarship, and service:

A. Teaching

Teaching involves broad components of facilitating student learning, including course and program planning, direct instruction, evaluating student learning, and advising students. Faculty seeking tenure and/or promotion must document their use of high-impact practices and methods relevant to their role (e.g., teacher preparation, principal preparation, doctoral studies).

Documentation of teaching includes:

- Course outlines, sample materials/modules, and evidence of creativity in instructional design (e.g., project-based learning, authentic assignments, performance-based opportunities, and field assignments).
- Self-assessments and peer reviews of teaching.
- Examples of student work demonstrating a high-level of learning outcome achievement.

- Student evaluations of courses (quantitative and qualitative data) for all semesters and courses under review.

B. Scholarship

Scholarship in education and educational leadership involves activities that advance knowledge, inform practice, and improve education. It includes original research, creative work, and the application of theory to solve real-world challenges in teaching, learning, and leadership. Scholarship must reflect rigorous inquiry and result in contributions that enhance academic and professional communities. Scholarship may span areas such as curriculum development, educational policy analysis, and instructional innovation. Tenure-track faculty must document an ongoing research agenda evidenced by a minimum of three scholarship activities as described below.

Documentation of scholarship includes:

- **Peer-reviewed publication:** At least one sole-authored publication (e.g., journal article, edited book, book chapter, or monograph) in a professional, reputable journal or press.
- **Additional scholarly products:** A minimum of two scholarly works (sole-authored or collaborative), which may include:
 - Peer-reviewed journal articles.
 - Books, book chapters, or textbook contributions.
 - Conference presentations or papers.
 - Poster presentations.
 - Encyclopedia essays.
 - Awarded grants.
 - Published policies.

C. Service

Service in education and educational leadership involves contributions that support the university, college/division, profession, and community. This includes committee participation, leadership roles, mentorship, and initiatives that advance the mission of the division and university. Service may also extend to professional organizations, accreditation efforts, and community engagement addressing educational challenges.

Documentation of service includes:

- Relevant reports, commentary, artifacts, and/or outcomes.
- Evidence of community service related to the faculty member's discipline (encouraged).
- Evidence of service at the division, college, university, and professional levels.

Note: Additional service related to contracted or assigned administrative tasks at the university or college/division level may also be included.

Promotion to Full Professor

Promotion to Professor in the Education Division requires that an Associate Professor meet all university and college-level requirements. Additionally, the candidate must demonstrate a regional and campus reputation as a teaching scholar.

A. Teaching

The candidate must demonstrate sustained excellence in teaching as outlined above through consistent professional development, continued scholarship in their field, and the application of innovative, evidence-based teaching techniques.

B. Scholarship

The candidate must show considerable progress in an ongoing research agenda, as evidenced by a record of substantial, focused contributions to the scholarship of the discipline as outlined above. Promotion to Full Professor requires multiple publications since promotion to Associate Professor that reflects depth and rigor in advancing the field of education and educational leadership.

C. Service

The candidate must demonstrate sustained and meaningful contributions to the university's mission and the department's goals. This includes ongoing participation in service activities as outlined above.

Appendix 2

HUMANITIES

Tenure and Promotion Guidelines for Humanities Division Faculty

As outlined in Rule 12.01.01.H1 Tenure and Promotion, "each academic college must have written guidelines describing its standards for tenure and promotion, providing a clear progression of expectations to ensure faculty awareness of the standards by which their contributions" to their division, college, and university are evaluated. The following guidelines serve as expectations for tenure and promotion for full-time faculty serving programs in Humanities.

I. COMMUNICATION

Tenure and/or promotion to Associate Professor in the areas within communication require a person must have met any university and college level requirements. Additionally (s)he must meet the following in order to indicate his/her identity as a scholar of communication.

A. Teaching

Quality teaching is at the heart of our mission as a university and as a discipline. Faculty in the Communication program should provide well organized and presented course material, as demonstrated by selected course syllabi. An effective instructor is expected to establish the ability to stimulate student participation, analytical thinking and effective communication as exhibited by student class assignments: presentations, exercises, quizzes, exams, journalistic writing, videos (originally shot and edited by students), etc. Peer evaluations and/or student teaching evaluations should be included as well. Any/all Of these may be in the form of letters or e-mails.

B. Scholarship

Faculty in communication must demonstrate an ongoing research agenda that advances or disseminates information or knowledge in discipline. A minimum of one peer-reviewed publication is required. Examples may be any of the following:

- A book from a publisher that requires a blind, peer-reviewed process.
- An edited anthology from a publisher that requires a blind, peer-reviewed process
- A textbook
- An article in a peer-reviewed journal, whether print or online (international, national, regional, state)
- A book chapter in a peer-reviewed anthology
- A juried, curated, and/or peer-reviewed creative work (i.e. video essay, a film, an exhibition)

- An invited creative work produced by peers (plays, compositions, performances, art, etc.) Second tier items that are part of an ongoing research agenda will be considered but only with a minimum of one of the items listed above.
- Reviews (book, film, play, etc.)
- Top papers at conferences (international, national, regional, state conferences)
- Competitively-selected conference papers (international, national, regional, state conferences)
- Magazine articles
- Newspaper articles
- Articles and chapters in venues that are not peer-reviewed
- Blog posts sponsored by departments and publishers that publish short, timely think pieces
- Invited guest lectures and public talks

C. Service

Faculty should participate in disciplinary organizations and/or institutional service. Evidence of disciplinary society service may include: editorial board membership, Professional society member, officer, committee member, referred conference reviewer. Demonstration of institutional service may include program coordinator or department Chair, department, college or university committee chair or member, student organization advisor, or special university activity coordinator or participant. Professors may also choose to engage in community service related to a leadership role closely aligned with the communication discipline and should not be a professor's exclusive service component.

Promotion to Professor as a faculty member in the field of communication requires that an Associate Professor must have met any university and college level requirements for appointment as an Associate Professor. Additionally, the Candidate must meet the following, subsequent to being promoted to Associate Professor, show evidence of leadership in research and service and proficiency in teaching and mentoring students, and demonstrates a distinguished record of academic accomplishments.

A. Teaching

Quality teaching is at the heart of our mission as a university and as a discipline. Faculty in the Communication program should provide well organized and presented course material, as demonstrated by selected course syllabi. An effective instructor is expected to establish the ability to stimulate student participation, analytical thinking and effective communication as exhibited by student class assignments: presentations, exercises, quizzes, exams, journalistic writing, videos (originally shot and edited by students), etc. Peer evaluations and/or student teaching evaluations should be included as well. Any/all Of these may be in the form of letters or e-mails.

B. Scholarship

Faculty in mass communication must demonstrate an ongoing research agenda that advances or disseminates information or knowledge in discipline. A minimum of one peer-reviewed publication is required. Examples may be any of the following:

- A book from a publisher that requires a blind, peer-reviewed process.
- An edited anthology from a publisher that requires a blind, peer-reviewed process
- A textbook
- An article in a peer-reviewed journal, whether print or online (international, national, regional, state)
- A book chapter in a peer-reviewed anthology
- A juried, curated, and/or peer-reviewed creative work (i.e. video essay, a film, an exhibition)
- An invited creative work produced by peers (plays, compositions, performances, art, etc.) Second tier items that are part of an ongoing research agenda will be considered but only with a minimum of one of the items listed above.
- Reviews (book, film, play, etc.)
- Top papers at conferences (international, national, regional, state conferences)
- Competitively-selected conference papers (international, national, regional, state conferences)
- Magazine articles
- Newspaper articles
- Articles and chapters in venues that are not peer-reviewed
- Blog posts sponsored by departments and publishers that publish shore, timely think pieces
- Invited guest lectures and public talks

C. Service

Faculty should participate in disciplinary organizations and/or institutional service. Evidence of disciplinary society service may include: editorial board membership, Professional society member, officer, committee member, referred conference reviewer. Demonstration of institutional service may include program coordinator or department Chair, department, college or university committee chair or member, student organization advisor, or special university activity coordinator or participant. Professors may also choose to engage in community service related to a leadership role closely aligned with the communication discipline and should not be a professor's exclusive service component.

II. ENGLISH

Tenure and promotion to Associate Professor in English require that candidates must have met any university and college level requirements. Additionally (s)he must meet the following in order to demonstrate an identity as a scholar of English.

A. Teaching

Excellence in teaching remains the most important aspect of our mission as a university and the main goal of the English program. Faculty in the English program should offer clearly organized and well-informed lectures that challenge students to think analytically, engage in the course, and write with understanding and clarity about topics in the discipline. Course syllabi should reflect an appropriate rigor of required reading as well as writing assignments that requires reflective responses, synthesis of material, and critical judgement. Evaluation of teaching should be as comprehensive as possible including such sources as (1) peer and student evaluations, which may include unsolicited student-generated letters and emails (2) the mentoring of students to participate in academic conferences and engage in Scholarship beyond that required by a particular course (3) effective academic advising, and (4) teaching awards.

B. Scholarship

Faculty in the English program should evince an ongoing research agenda that advances or disseminates information or knowledge in the discipline or in a closely-related discipline, leading to at least one of the following: (1) a single-authored, peer-reviewed publication (book, chapter in a book, or article) published by a refereed journal or press or (2) the publication of a creative work (such as a collection of poems, play, novel, creative nonfiction, or other creative form) published by a refereed press. Demonstration of continued scholarship may include conference activities (presenting papers, participating in roundtables, or moderating and/or organizing panels), journal articles, scholarly book reviews, encyclopedia entries, book proposals, edited book, co-authored articles, creative works, public performances of an art form, and receipt of internal or external grant or award, e.g., research, curriculum development, equipment/facilities.

C. Service

English faculty should participate in professional, institutional, and/or community organizations. Evidence of professional organizational service includes membership as well as service on the board. Demonstration of university service may include (1) program coordinator or department chair, (2) member or chair of department, college, or university committee, (3) advisor of student organization, or (4) participant or coordinator of special university activity. Examples of community service may include membership or leadership role in various community organizations and/or projects. Community service as it relates to the faculty discipline is encouraged.

Promotion to Professor as a faculty member in the field of English requires that an Associate

Professor must have met any university and college level requirements. Additionally, the Candidate must meet the following, subsequent to being promoted to Associate Professor, to illustrate a campus and regional reputation as a teaching scholar in the discipline of English:

- Demonstration of ongoing scholarly activities as evidenced in such publications as articles in peer-reviewed academic journals, monographs, journals, book chapters, books, and creative works. The promotion to Full Professor requires a number of publications that indicate substantial, focused efforts to contribute toward the scholarship of the discipline.
- Continued excellence in teaching in terms of those entities listed above.
- Continued involvement in service, in such activities as those listed above as well as assuming leadership roles.

In addition to these requirements, candidates for promotion to Full Professor should elect to pursue such activities as follows in order to strengthen their application:

- Delivery of conference papers, speeches, presentations at professional meetings related to the discipline, or performances of authored creative works such as poetry readings and plays.
- Participation in workshops, institutes, short courses, and seminars related to the discipline.
- Receipt of internal or external grant or award, e.g., research, curriculum development, equipment/facilities.
- Publication of scholarly book reviews.

III. HISTORY

Tenure and/or Promotion to Associate Professor in history require that a person meet any university and college level requirements. Additionally (s)he must meet the following in order to demonstrate his/her identity as a scholar of history.

A. Teaching

Quality teaching is at the heart of our mission as a university and as a discipline. Faculty in the history program should provide well organized and presented course material, as demonstrated by selected course syllabi. An effective instructor should demonstrate the ability to stimulate student participation, analytical thinking, and effective communication as exhibited by student class assignments—response essays, in-class presentations, exercises, quizzes, exams, etc.—or peer and/or student teaching evaluations, which may be in the form of unsolicited letters or e-mails.

B. Scholarship

For the awarding of tenure or promotion, the history program expects an ongoing research agenda that advances or disseminates knowledge in the discipline or a closely related discipline, leading to a substantial single-authored, peer-reviewed monograph (either book or article) published by a reputable journal or press. Demonstration of continual scholarship may include peer-reviewed books and articles, but also conference activities (presenting papers, participating in roundtables, moderating and/or organizing panels, scholarly book reviews, encyclopedia entries, book/project proposals, or e-mails with other professors in the discipline exploring possible research projects.

C. Service

Faculty should participate in professional organizations and/or institutional governance. Evidence of professional society service may include editorial board Membership, professional society member, officer, or committee member. Demonstration of institutional service may include program coordinator or department chair, department, college, or university committee chair or member, student organization advisor, or special university activity coordinator or participant. Community service as it relates to the faculty discipline is encouraged.

Promotion to Professor as a faculty member in the field of history requires that an Associate Professor must have met any university and college level requirements. Additionally, the Candidate must meet the following, subsequent to being promoted to Associate Professor, to illustrate a campus and regional reputation as a teaching scholar in the discipline of History

A. Teaching

Associate Professors should show a continued demonstration of quality teaching by adhering to the teaching expectations outlined above.

B. Scholarship

For the awarding promotion, the history program expects an ongoing research agenda that advances or disseminates knowledge in the discipline or a closely related discipline, leading to a substantial single-authored, peer-reviewed monograph (either book or article) published by a reputable journal or press. Demonstration of continual scholarship may include peer-reviewed books and articles, but also conference activities (presenting papers, participating in roundtables, moderating and/or organizing panels, scholarly book reviews, encyclopedia entries, book/project proposals, or e-mails with other professors in the discipline exploring possible research projects.

C. Service

Faculty should participate in professional organizations and/or institutional Governance, as outlined by the above service expectations. Community service as it Relates to the faculty discipline is encouraged.

IV. MASS COMMUNICATION

Tenure and/or promotion to Associate Professor in the areas within mass communication require a person must have met any university and college level requirements. Additionally (s)he must meet the following in order to indicate his/her identity as a scholar of mass communication.

A. Teaching

Quality teaching is at the heart of our mission as a university and as a discipline. Faculty in the Mass Communication program should provide well organized and presented course material, as demonstrated by selected course syllabi. An effective instructor is expected to establish the ability to stimulate student participation, analytical thinking and effective communication as exhibited by student class assignments: presentations, exercises, quizzes, exams, journalistic writing, videos (originally shot and edited by students), etc. Peer evaluations and/or student teaching evaluations should be included as well. Any/all Of these may be in the form of letters or e-mails.

B. Scholarship

Faculty in mass communication must demonstrate an ongoing research agenda that advances or disseminates information or knowledge in the discipline. A minimum of one peer-reviewed publication is required. Examples may be any of the following:

- A book from a publisher that requires a blind, peer-reviewed process.
- An edited anthology from a publisher that requires a blind, peer-reviewed process
- A textbook
- An article in a peer-reviewed journal, whether print or online (international, national, regional, state)
- A book chapter in a peer-reviewed anthology
- A juried, curated, and/or peer-reviewed creative work (i.e. video essay, a film, an exhibition)
- An invited creative work produced by peers (plays, compositions, performances, art, etc.) Second tier items that are part of an ongoing research agenda will be considered but only With a minimum of one of the items listed above.
- Reviews (book, film, play, etc.)
- Top papers at conferences (international, national, regional, state conferences).
- Competitively-selected conference papers (international, national, regional, state conferences)
- Magazine articles
- Newspaper articles
- Articles and chapters in venues that are not peer-reviewed
- Blog posts sponsored by departments and publishers that publish shore, timely think pieces
- Invited guest lectures and public talks

C. Service

Faculty should participate in disciplinary organizations and/or institutional service. Evidence of disciplinary society service may include: editorial board membership, Professional society member, officer, committee member, referred conference reviewer. Demonstration of institutional service may include program coordinator or department Chair, department, college or university committee chair or member, student organization advisor, or special university activity coordinator or participant. Professors may also choose to engage in community service related to a leadership role closely aligned with the communication discipline and should not be a professor's exclusive service component.

Promotion to Professor as a faculty member in the field of mass communication requires that an Associate Professor must have met any university and college level requirements for appointment as an Associate Professor. Additionally, the Candidate must meet the following, subsequent to being promoted to Associate Professor, show evidence of leadership in research and service and proficiency in teaching and mentoring students, and demonstrates a distinguished record of academic accomplishments.

A. Teaching

Quality teaching is at the heart of our mission as a university and as a discipline. Faculty in the Mass Communication program should provide well organized and presented course material, as demonstrated by selected course syllabi. An effective instructor is expected to establish the ability to stimulate student participation, analytical thinking and effective communication as exhibited by student class assignments: presentations, exercises, quizzes, exams, journalistic writing, videos (originally shot and edited by students), etc. Peer evaluations and/or student teaching evaluations should be included as well. Any/all Of these may be in the form of letters or e-mails.

B. Scholarship

Faculty in mass communication must demonstrate an ongoing research agenda that advances or disseminates information or knowledge in the discipline. A minimum of one peer-reviewed publication is required. Examples may be any of the following:

- A book from a publisher that requires a blind, peer-reviewed process.
- An edited anthology from a publisher that requires a blind, peer-reviewed process
- A textbook
- An article in a peer-reviewed journal, whether print or online (international, national, regional, state)
- A book chapter in a peer-reviewed anthology
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- An invited creative work produced by peers (plays, compositions, performances, art, etc.) Second tier items that are part of an ongoing research agenda will be considered but only with a minimum of one of the items listed above.
- Reviews (book, film, play, etc.)
- Top papers at conferences (international, national, regional, state conferences)
- Competitively-selected conference papers (international, national, regional, state conferences)
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C. Service

Faculty should participate in disciplinary organizations and/or institutional service. Evidence of disciplinary society service may include: editorial board membership, Professional society member, officer, committee member, referred conference reviewer. Demonstration of institutional service may include program coordinator or department Chair, department, college or university committee chair or member, student organization advisor, or special university activity coordinator or participant. Professors may also choose to engage in community service related to a leadership role closely aligned with the communication discipline and should not be a professor's exclusive service component.

Appendix 3

NATURAL SCIENCES (inclusive of Biology, Chemistry, Physics, and Math)

As outlined in Rule 12.01.01.H1 Tenure and Promotion, "each academic college must have written guidelines describing its standards for tenure and promotion, providing a clear progression of expectations to ensure faculty awareness of the standards by which their contributions" to their division, college, and university are evaluated. The following guidelines serve as expectations for tenure and promotion for full-time faculty serving programs in Natural Sciences.

A. Teaching

Excellence in teaching is a minimum expectation for the granting of tenure and promotion. Recommendation for tenure or promotion will be made only when excellence in teaching is evident. Evaluation of teaching excellence will be comprehensive with information from a variety of sources such as a systematic assessment of student opinion, input from peers, and input from the Dean. The teaching responsibilities of a faculty member are multi-faceted and complex. Commitment to excellence in teaching must be clearly documented within a faculty member's portfolio demonstrating the following:

- Effective teaching strategies, academic rigor, and outstanding student work
- Organization, design, and development of the curriculum and learning materials, new course development, or major course revisions
- Achievement of student learning objectives
- Excellence through peer evaluation of classroom performance and student evaluations of course instruction
- Practice of continuous improvement, including the use of a variety of assessments to evaluate learning, strong participation in academic accreditation, and strategies for student retention

In addition, documentation may also demonstrate, but not limited to, the following (*in no particular order*):

- Mentoring other faculty members or assuming additional responsibility(ies)
- Receipt of an award or honor for teaching excellence from an internal or external agency
- Other exceptional teaching activities pre-approved documentation such as an official memo or e-mail, by the Dean or Provost

B. Scholarship

Scholarship and creative activity involves the creation, dissemination, and integration of new knowledge and are essential aspects of faculty's contribution to the academic

community. Scholarship can take many forms and is evaluated in the context of discipline norms. Peer reviewed, scholarly journal articles represent the standard by which scholarship is judged and faculty are expected to show continuing growth and professional development through research, writing, or other creative activities, and through participation in professional activities within their own discipline.

Evidence of scholarship and creative activity must be clearly documented within a faculty member's portfolio demonstrating that the faculty member has maintained consistent scholarly efforts evidenced by ongoing projects involving students, independent or collaborative efforts with other researchers, and other scholarly activities approved by the Dean and/or Provost.

Two peer-reviewed journal publications in the faculty member's discipline. Faculty members may provide supporting evidence of contributions to each of publication including data generation, analyses, and manuscript preparation.

In addition, documentation must also demonstrate, but not limited to, at least two of the following for **Tenure/Promotion to Associate Professor** or three of the following subsequent to being promoted to Associate Professor for **Tenure/Promotion to Full Professor**. More than one in each of the categories may fulfill an additional requirement.

- Podium or poster presentations of current research at local, state, national, or
- International conferences or academic seminar series
- SUPERVISION of student research work leading to conference presentation(s)
- Scholarly/professional liaisons, including intra- and inter-institutional collaboration and research project leadership in faculty member's discipline approved by the Dean and/or Provost
- Funded institutional or external competitive research grant from federal, state, or other agencies
- Submission of an external and competitive research grant proposal
- Attendance to a nationally recognized or international professional society meeting with whom the faculty is a registered member
- Judging presentation(s)/posters(s) at regional, national, or international conferences/meetings
- Edit/review manuscript(s) or peer-reviewed journal(s)
- Edit/review book chapters in faculty member's discipline
- Publish a book or chapters within a book
- Patent and/or commercialization of research
- Other exceptional scholarship and/or creative activities pre-approved, with pre-approval documentation such as an official memo or e-mail, by the Dean and/or Provost

C. Service

Service is an important component of a faculty member's responsibilities. Faculty service may be complex due to the matrix of activities that can be defined as service and the numerous factors involved in the quality of service, such as multidisciplinary initiative, time commitment, and overall impact. Service includes service to students and colleagues, the faculty member's Department, College, the University, the community and to the faculty member's profession and discipline.

Examples of service must be clearly documented within a faculty member's portfolio. Demonstrations of impactful service contributions include, but are not limited to:

- Member/chair of a College or University committee, with evidence of contribution to the work of the committee
- Participation in recruiting/marketing of academic programs, including recruitment events and open house
- Active member/chair/officer of a professional society, organization, committee, or board
- Guest lecturer or speaker for an outside agency, professional organization, K-12 educational institution, or community organization
- Volunteer consultant (within discipline or related area) to a community business, industry, agency, or organization
- College service activities may include Department Chair (if concurrent with teaching assignment), Academic Program Coordinator (with or without reassignment time), faculty search committees, dissertation/thesis committees, Chair of Tenure and promotion process, college task forces or short-term committee assignments, etc.
- Training of community professionals (e.g., via publications, lectures/presentations, representation of the profession or Department through the media)
- Reviewing/editing journal manuscripts, conference proceedings, and/or grant proposals
- Member of editorial board of a national or international journal
- Member of technical and/or organizing conference committee of a national or international conference
- Chairing sessions at regional, national, or international conferences/meetings
- Member/chair of a community organization board or committee volunteer for organization or community activities related to a faculty member's discipline
- Participation/member on governmental committee and advisory boards
- Advisor for a student organization or society chapter
- External invited reviewer of a graduate thesis or project
- Program coordinator/director, program assessment coordinator/director
- Maintaining a good standing in professional licensure
- Participation in the activities of community health organizations
- Other exceptional service activities pre-approved, with pre-approval documentation such as an official memo or e-mail, by the Dean and/or Provost

Appendix 4

SOCIAL AND BEHAVIORAL SCIENCES

I. COUNSELING

Tenure and Promotion as a Counseling faculty member requires that a person must have met university and college requirements and demonstrate his/her identity as a teacher-scholar. Examples of accomplishments for each faculty dimension are as follows:

A. Teaching

Excellence in teaching is a minimum expectation for the granting of tenure and promotion and no recommendation for tenure or promotion should be made when effectiveness of teaching is in doubt. Evaluation of teaching effectiveness should be as comprehensive as possible. The process must include information from a variety of sources such as a systematic assessment of student opinion and input from peers. Excellence in teaching may be represented by or reflected in innovative and/or traditional pedagogy, from but not limited to, the following:

- A portfolio documenting exceptional teaching strategies, academic rigor, and/or outstanding student work
- Peer observation of classroom performance
- Student evaluation of course instruction
- Receipt of an award or honor for Teaching Excellence from an internal or external agency

B. Scholarship

Scholarship involves producing and disseminating new knowledge, best practices, and creative activities. Scholarship can take many forms and should be evaluated in the context of discipline norms. In counseling, peer reviewed, scholarly journal articles represent the exemplar of scholarship. Faculty are expected to show continued growth and professional development through writing, technical writings such as peer-reviewed reports, or other creative activities, and through participation in professional activities within their disciplines. For tenure, a faculty member is required to have evidence of scholarship, including *at least one peer-reviewed publication, as well as evidence of an ongoing research agenda*. Evidence of scholarship and creative endeavors include, but are not limited to, the following:

- Published book: chapters within a book; editor of a professional book
- Peer-reviewed scholarly journal article in faculty member's discipline
- Patent and/or other commercialization of research
- Invited or juried presentation of current research, best practices in counseling and counselor education, or policy
- Writing and submission of grant applications
- Attained grant funding

C. Service

Service shall include service to the institution—to students, colleagues, department, college, and the university—as well as service to the community and the faculty member’s professional society. Examples of service include, but are not limited to, the following:

- Member/chair of a college or university committee
- Service at the discipline and/or college level
- Guest lecturer or speaker for an outside agency or professional organization
- Training of community professionals
- Member/chair of a community organization board or committee
- Volunteer for organization or community activities
- Advisor for a student organization
- Member/chair/officer of a professional organization, committee or board
- Successful recruiting/marketing of academic program
- Program coordinator/director (faculty member responsible for program assessment)

Promotion to Associate Professor Counseling faculty must meet the requirements for tenure and demonstrate a high level of accomplishment as measured against the contributions of contemporaries in the field with regard to university mission, resources, and responsibilities; evidence indicating a commitment to maintaining the level of excellence in teaching, service, and scholarly activity expected of a tenured faculty member; evidence of scholarship in the years prior to promotion, including two publications (one being peer-reviewed and primary author), creative activities, and other publications*, in the faculty member’s discipline as well as evidence of an ongoing research agenda; and a minimum of three years of service at the rank of Assistant Professor with five years total experience.

Promotion to Professor Tenured faculty in the Counseling program must meet the requirements of an Associate Professor as well as any university and college level requirements. Additionally, the individual must meet the following in order to illustrate a campus and regional reputation as a clinician, teacher, and scholar; an exemplary level of accomplishment as measured against the contributions of contemporaries in the field with regard to university mission, resources, and responsibilities; a record of excellence in teaching; consistent evidence of scholarship in the faculty member’s discipline during the years prior to promotion, including at least two peer-reviewed publications, creative activities, and other publications*, in the faculty member’s discipline since achieving the rank of Associate Professor; a notable record of contributions to one’s profession, community and university; and a minimum of ten years of total fulltime teaching experience post Ph.D. at an accredited college or university with a minimum of five years at the rank of Associate Professor.

*Collecting data, analyzing, and writing a final product for the public, such as four or more years of annual program performance outcome reports, and/or successfully writing the majority of a self-study and addendum, as liaison, which is peer reviewed by an accreditation team and informs the profession on best practices, may be considered as scholarship.

II. CRIMINAL JUSTICE

Tenure and/or promotion to Associate Professor

Criminal Justice faculty members must meet university and college level requirements and the following qualifications. A tenure or promotion portfolio must include a narrative description of what has been accomplished in teaching, scholarship, and service along with artifacts that illustrate important achievements.

A. Teaching

Quality teaching is central to our mission as a university and the criminal justice program. A candidate must have developed as a teaching scholar to the point that they are relied upon to develop and present appropriate courses fitting the needs of this university's students and the criminal justice major. This includes using modalities that meet the needs of the program, availability to students, and student advising.

A narrative for teaching should include a guiding teaching philosophy and explanation for how the related artifacts situate that philosophy within the institutional context. Artifacts must include examples of syllabi and assignments. Also desirable are artifacts and narrative that may include teaching tools (discussion tools, lectures, videos, testing procedures, etc.), student artifacts, quantitative or qualitative evaluations of teaching and learning, faculty peer or supervisor reviews, or student course evaluations. Evidence of professional development is also welcomed, e.g. teaching-related workshops. Further evidence may include course structures to include high investment strategies such as web-based, web-enhanced, hyflex, shortened terms, internship, student mentoring, civic engagement, and travel classes. This list is not comprehensive.

B. Scholarship

The candidate must have maintained consistent scholarly effort that may be evidenced over the evaluation period by scholarly products in a variety of possible outlets. These include journal articles, scholarly crime and justice conference presentations (such as ACJS, ASC, SWACJ, etc.), book chapters, encyclopedia entries, book reviews, unpublished reports, grant applications, funding agency reports, professional newsletters, practitioner journals, contributions to major news outlets, peer reviews of journal articles, and mentored student research.

Since coming to A&M-Texarkana, the candidate must publish at least one journal article in a peer reviewed journal on a topic of crime or criminal justice. Said article is published in a journal known for criminology or criminal justice research. This includes specialized journals in the field and more general sociology, social science, and behavioral science journals. The faculty member is the sole author or is the first author and a principal investigator on the project. The article being reported was substantially completed after coming to A&M-Texarkana although it may have been started prior to arrival (e.g. an article that is derived from a dissertation or a project begun at a previous university).

C. Service

Service to the university and the faculty member's profession has a minimal but necessary claim on faculty activity as a supporting role for teaching and scholarship. Quality of service is more important than quantity, but consistency is necessary to demonstrate shared investment in the institution and profession. Candidates should demonstrate respected contributions to program, division, college, and/or university service responsibilities; and may demonstrate their commitment to curriculum, programming, and governance through roles such as committees and Faculty Senate, faculty leadership roles, advising a student organization, and mentoring students in career pursuits. Professional service beyond the confines of the university is encouraged without neglecting the university. So, credit should be given for service to professional scholarly organizations such as chairing or serving as discussants on conference panels with greater weight given to organizational leadership and management roles. Credit should be given for service to community agencies and the community at large.

Promotion to Professor

Since being promoted to Associate Professor, the candidate must have met any university and college level requirements as well as the following.

The candidate must have maintained appropriate teaching standards and strategies relevant to program enrollment health. The candidate must have demonstrated continued scholarly efforts as evidenced by the criteria above and the candidate continues to provide quality, university and professional service and has successfully led institutional or professional service initiatives (e.g. Chairing Committees). The candidate is trusted to advise or mentor junior faculty in terms of institutional socialization, professional development, teaching concerns, scholarship, etc.

The candidate must have published at least one additional scholarly journal article. Having previously established a professional identity in crime and justice scholarship, research outside of crime and criminal justice should also be accepted (but not required) as evidence of scholarly maturation (e.g. broader social or behavioral science questions, public policy, scholarship of teaching, higher education concerns, etc.).

III. POLITICAL SCIENCE

Tenure and/or promotion to Associate Professor as a faculty member of political science requires that a person must have met any university and college level requirements. Additionally, the candidate must meet the following criteria in order to demonstrate an identity as a scholar of political science.

A. Teaching

Maintain effectiveness in teaching, reflected by current knowledge in the professor's selected courses (e.g., up-to-date course bibliographies, books, notes, lessons, etc.); advisement or direction of student academic research (e.g., assistance with class essays, teaching an independent study, etc.); and facilitation of student access with innovative and experimental course delivery modalities, methods, and formats, such as web-based, web-enhanced, hyflex, shorter terms, internship, civic engagement, and travel classes. Stimulate analytical thinking and effective communication as exhibited by student class assignments (e.g., short response essays, in-class presentations, quizzes, exams, etc.), or peer and/or student teaching evaluation, which may be in the form of emails or letters.

B. Scholarship

Pursue ongoing scholarship that advances or disseminates information or knowledge in the discipline or a closely related discipline resulting in a minimum of at least one demonstrable single- or lead-authored peer-reviewed publication (e.g., journal article, book, book chapter, or edited book). Evidence of continual scholarship may include conference paper, journal article, book, edited book, book chapter, signed encyclopedia essay, encyclopedia, conference paper acceptance, journal article submission or review and resubmit, book proposal, magazine article, textbook, textbook contribution, professional society newsletter or blog article, public presentation, research grant, etc., as well as a written statement or vita section of the professor's research agenda or emails with other professors exploring possible research projects.

C. Service

Participate in professional organizations and institutional service. Evidence of professional organization service may involve conference panel chair or discussant, editorial board membership, or professional society member, officer, or committee member. Demonstration of institutional service may include serving as program coordinator, committee chair or member, lead of a university, college, division, or program initiative, participant in curriculum development, advisor of a student organization, mentor for students planning on going to graduate or law school, and public-outreach activity coordinator or participant. Community service as it relates to the discipline is encouraged.

Promotion to Professor as a faculty member in the discipline of political science requires that an Associate Professor must have met any university and college level requirements. Additionally, the person must meet the following in order to demonstrate a campus and regional reputation as a teaching scholar.

A. Teaching

Show a continued demonstration of scholarship in teaching, innovative and experimental course delivery methods, and stimulation of students' analytical thinking and effective communication as outlined by the above teaching expectations.

B. Scholarship

Continue to pursue scholarship as outlined by the above scholarship expectations. This would include at least one demonstrable single- or lead-authored peer-reviewed publication after promotion to Associate Professor.

C. Service

Continued participation in professional organizations and institutional service based on the expectations listed above for promotion from Assistant to Associate Professor. Community service as it relates to the discipline is encouraged.

IV. PSYCHOLOGY

Tenure as a Psychology faculty member requires that a person must have met any university and college requirements and demonstrate his/her identity as a teacher-scholar. Examples of accomplishments for each faculty dimension are as follows:

A. Teaching

Excellence in teaching is a minimum expectation for the granting of tenure and promotion and no recommendation for tenure or promotion should be made when effectiveness of teaching is in doubt. Evaluation of teaching effectiveness should be as comprehensive as possible. The process must include information from a variety of sources such as a systematic assessment of student opinion and input from peers and input from peers and the Dean. Excellence in teaching may be represented by or reflected in innovative and/or traditional pedagogy, from but not limited to, the following:

- A portfolio documenting exceptional teaching strategies, academic rigor, and/or outstanding student work
- Peer observation of classroom performance
- Student evaluation of course instruction
- Receipt of an award or honor for Teaching Excellence from an internal or external agency

B. Scholarship

Scholarship is the creation and dissemination of new knowledge or creative activities. Scholarship and creative endeavors can take many forms and should be evaluated in the context of discipline norms. In counseling and psychology, peer reviewed, scholarly journal articles represent the standard by which scholarship is judged. Faculty are expected to show continuing growth and professional development through research (externally or internally funded), writing, or other creative activities, and through participation in professional activities within their disciplines. For tenure, a faculty member is required to have evidence of scholarship, including *at least one peer-reviewed publication, as well as evidence of an ongoing research agenda*. Evidence of scholarship and creative endeavors include, but are not limited to, the following:

- Published book: chapters within a book; editor of a professional book
- Peer-reviewed scholarly journal article in faculty member's discipline
- Patent and/or other commercialization of research
- Invited or juried presentation of current research and/or policy analysis
- Writing and submission of grant applications
- Attained grant funding

C. Service

Service shall include service to the institution—to students, colleagues, department, college, and the university—as well as service to the community and the faculty member’s professional society. Examples of service include, but are not limited to, the following:

- Member/chair of a college or university committee
- Service at the discipline and/or college level
- Guest lecturer or speaker for an outside agency or professional organization
- Training of community professionals
- Member/chair of a community organization board or committee
- Volunteer for organization or community activities
- Advisor for a student organization
- Member/chair/officer of a professional organization, committee or board
- Successful recruiting/marketing of academic program
- Program coordinator/director (faculty member responsible for program assessment)

Promotion to Associate Professor psychology requires that the faculty member must demonstrate a high level of accomplishment as measured against the contributions of contemporaries in the field with regard to university mission, resources, and responsibilities; evidence indicating a commitment to maintaining the level of excellence in teaching, service, and scholarly or creative activity expected of a tenured faculty member; evidence of scholarship in the years prior to promotion, including at least one peer-reviewed publication as well as evidence of an ongoing research agenda; and a minimum of three years of service at the rank of Assistant Professor with five years total experience.

Promotion to Professor in psychology requires that an Associate Professor must have met any university and college level requirements. Additionally the person must meet the following in order to illustrate a campus and regional reputation as a teaching scholar; an exemplary level of accomplishment as measured against the contributions of contemporaries in the field with regard to university mission, resources, and responsibilities; a record of excellence in teaching; consistent evidence of scholarship in the faculty member’s discipline during the years prior to promotion, including at least two peer-reviewed publications or creative activities in the faculty member’s discipline since achieving the rank of Associate Professor; a notable record of contributions to one’s profession, community and university; and a minimum of ten years of total fulltime teaching experience post Ph.D. at an accredited college or university with a minimum of five years at the rank of Associate Professor.

V. **SOCIOLOGY**

Tenure and /or promotion to Associate Professor in the area of Sociology requires that a person must have met any university and college level requirements in addition to the requirements specified below:

A. **Teaching**

Quality teaching is of paramount importance to the university and as a result, faculty members seeking tenure and/or promotion must provide evidence of quality teaching as reflected by course syllabi, course rubrics, modes of delivery, student evaluations, peer evaluations, number of preps, etc. all of which point to the fact that the candidate can be relied upon to present course relevant materials in a manner that stimulates and encourages student participation in the learning process and enhances students' analytical thinking and effective communication.

B. **Scholarship**

An ongoing research agenda that advances or disseminates information or knowledge in the discipline or a closely related discipline, leading to substantial single-authored or lead-authored peer-reviewed monograph (either book or article) published by a juried journal or press. Demonstration of continual scholarship may include conference activities (presenting papers, participating in roundtables, moderating and/or organizing panels), review of journal articles, scholarly book reviews, encyclopedia entries, or book proposals, as well as a written statement or vita section of the professor's agenda or in-progress works, or emails with other professors in the discipline exploring possible research projects.

C. **Service**

Active participation in professional organizations and institutional governance. Evidence of professional society service may involve conference panel chair or discussant, editorial board membership, or professional society member, officer or committee member. Demonstration of institutional service may include program coordinator or department chair, department, college, or university committee chair or member, student organization advisor, or special University activity coordinator or participant.

Promotion to Professor requires that a faculty member serving at the rank of an Associate Professor meets all university and college level requirements relating to promotion to the rank of Full Professor. Additionally, the person must provide evidence of:

- Continued documentation of quality teaching as outlined above.
- Continued documentation of quality service as outlined above.
- Continued documentation of quality scholarship as outlined above, including an ongoing research agenda that advances or disseminates information or knowledge in

the discipline or a closely related discipline, resulting in a substantial single-authored or lead-authored peer-reviewed monograph (either book or article) published by a juried journal or press