

College of Arts, Sciences, and Education
Guidelines for
Tenure, Promotion, and Mandatory Fourth Year Review
Effective September 2021

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*](#). Collectively, these three documents provide the important criteria, expectations, and processes related to faculty tenure and promotion in rank within the College of Arts, Sciences, and Education (CASE).

I. Eligibility and Guidelines for Tenure

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 as 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. 6th 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 Committees

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

At the end of each academic year, CASE shall choose one tenured faculty member to serve as the Tenure and Promotion Coordinator for the subsequent academic year. The Coordinator's role will be to ensure that all tenure and promotion committees are staffed appropriately (according to the guidelines established below) and that all committees meet requisite deadlines. Tenure and promotion committees shall be established for each applicant requesting tenure and/or promotion. All members of a tenure and promotion committee must be tenured and serving in a rank that is at or above the rank being considered. Tenured professors will select 4 of their number to comprise each committee, giving preference to faculty in each applicant's discipline or disciplines and then to those in disciplines as closely related to the applicant's discipline or disciplines as possible. In addition, a single member of the committee shall be chosen by the applicant. A faculty member may request to recuse him- or herself from a tenure or promotion committee if he or she feels 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 render final decision on those requests. A chair shall be selected by the committee as the first order of business.

III. 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 university procedure outlined in UR 12.01.01.H1 and with the discipline-specific guidelines referenced below. Upon the request of the chair, the committee may view documents in the applicant's personnel file. The Tenure and Promotion Committee will review the faculty member's portfolio and will use its judgment to assess evidence by:

1. 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.
3. Ensuring that relative disciplinary norms and standards of evaluation 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 be forwarded 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. Discipline-Specific Expectations

Each discipline shall develop criteria for faculty applying for tenure and/or promotion within that discipline (as indicated by his/her letter of appointment). These criteria should reflect the specific interests and approaches of that discipline, and shall address the areas of teaching, scholarship, and service. These criteria shall be reviewed by the discipline faculty at least once every 5 years, but not more often than every year.

NOTE: It is important that the review committee does not consider any of the examples provided in any section (Teaching, Scholarship or Service) as complete or exhaustive. In each section, any list provided should be used as examples only. Additionally, the review committee should consider the requirement items separately and the portfolio holistically.

1. ADULT EDUCATION AND LEADERSHIP STUDIES

A multitude of activities and achievements exemplify quality teaching, scholarship, and service. Some examples are noted in the sub-sections below; as selected examples, this list should not be viewed as the total compilation of possibilities for the three dimensions of the faculty role.

Tenure and/or promotion to Associate Professor as an Adult Education and Leadership Studies faculty member require a person must have met any university and college level requirements. Additionally, (s)he must meet the following in order to illustrate his/her identity as a scholar of adult education and leadership studies.

A. Teaching

Teaching refers to the broad components of academic program/course planning, direct instruction, evaluating student learning, advising students in academics or career, and motivating and facilitating student learning in the broader context of the instructional environment. Documentation of excellence in teaching:

- Documentation of teaching methods: such as course outlines, sample materials/modules, creativity including project based modules, authentic assignments, field or lab school involvement, self-assessments, peer review, representative student work, and student course evaluations
- Documentation of teaching awards, completion of Quality Matters training sessions and/or Quality Matters review of courses

B. Scholarship

At A&M-Texarkana, discipline, applied and pedagogical research are accepted forms of scholarship. Candidates for tenure and/or promotion must provide a documented record of sustained, peer-reviewed scholarly, creative activities that advance or disseminate knowledge relative to the discipline or closely related to the discipline. While an outstanding record of leadership and service is normally expected for promotion to Full Professor, it is less critical for promotion to Associate Professor. Items 1 and 2 are needed to be eligible for promotion from Assistant to Associate Professor and/or achieve tenure.

1. At least one peer-reviewed publication closely related to the discipline wherein the candidate is sole author or second author (e.g. journal article, edited book, book chapter, monograph)
2. Minimum of two scholarly products (sole-authored or collaborative), which may be peer-reviewed journal articles, books, book chapters, published textbook contributions, conference presentations or papers, signed encyclopedia essay, published encyclopedia essays, awarded grant, published policies, etc.

C. Service

Documentation of service (university, college/department, professional, and community), including relevant reports, commentary, artifacts and/or outcomes. Community serve as it relates to the faculty discipline is encouraged. Additional service to the university and/or college/department that fall within contracted or assigned administrative tasks may be included.

Promotion to Professor as an Adult Education and Leadership Studies faculty member requires that an Associate Professor must have met any university and college level requirements. Additionally, the faculty member must meet the following in order to illustrate a campus and regional reputation as a teaching scholar.

A. Teaching

The candidate must have demonstrated continued, consistent excellence in teaching as outlined by adult education and leadership studies best practices, the college and the university.

B. Scholarship

The candidate must have demonstrated progress in ongoing research agenda. The promotion to Full Professor requires a number of publications that indicate substantial, focus efforts to contribute toward the scholarship of the discipline.

C. Service

The candidate must have demonstrated continued, consistent contributions to the University Mission and the Department's Mission at a minimum; however, a leadership role at some level is preferred.

2. NATURAL SCIENCES (BIOLOGY/CHEMISTRY)

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 member may provide supporting evidence of contributions to each of publications 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 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 demonstrating impactful variations of the following:

- 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

3. COUNSELING AND PSYCHOLOGY

Tenure as a Counseling and 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 in counseling or 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.

4. CRIMINAL JUSTICE

Tenure and/or promotion to Associate Professor as a criminal justice faculty member require a person must have met any university and college level requirements. Additionally, (s)he must meet the following in order to demonstrate his/her identity as a scholar of crime and criminal justice.

A. Teaching

Excellence in teaching remains the most important aspect of our mission as a university and the main goal of the criminal justice program. The candidate must have developed as a teaching scholar to the point that (s)he can be relied upon to develop and present appropriate courses fitting the needs of this university's students and the criminal justice major. This includes availability to students and student advising.

B. Scholarship

The candidate must have maintained consistent scholarly effort evidenced by ongoing projects and consistently presenting at scholarly conferences devoted to crime and justice issues (such as ACJS, ASC, SWACJ, etc). Other evidence of consistency I scholarship may include but not limited to edited book chapters, encyclopedia entries, book reviews, unpublished reports, funding agency reports, etc. The candidate, since coming to A&M-Texarkana, must publish on a topic of crime or criminal justice at least on scholarly, Blind-refereed journal article that addresses the following:

- the article is published in at least a mid-level prestige journal known for criminology or criminal justice research, as defined by the discipline. This includes specialized journals (e.g. Police Quarterly) 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 which is completed prior to employment);
- the article is not published in a "pay-to-publish forum.

C. Service

In the area of Service, candidates should consider the following:

- Demonstrated capacity so participate in university and discipline curriculum reforms as might be needed to keep pace with the profession and peer institutions.
- Participated in university service assignments substantively leading to a reputation among faculty for consistent, respected contributions in discussing and developing department, college, and/or university practices.

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

- The candidate must have demonstrated continued, consistent scholarly efforts as evidenced by criteria above. Having previously established a professional identity in crime and justice scholarship, research outside of crime and criminal justice should also be accepted as evidence of scholarly maturation (e.g. broader social or behavioral science questions, public policy, scholarship of teaching project evaluations).
- The candidate must have published scholarly journal articles in mid or upper level prestige journals, averaging at least one per five years.
- The candidate must have mentored students in scholarship as evidenced by on-campus student research presentations and/or co-authored works with students or junior scholars.
- The candidate must have maintained appropriate teaching standards and strategies.
- The candidate is trusted to advise or mentor junior faculty in terms of institutional socialization, professional development, teaching concerns, scholarship, etc.
- The candidate continues to provide quality, university and professional service and successfully leads institutional service initiatives (e.g. Chairing Committees). (S)he has developed a reputation as a respected counselor in faculty and university concerns.
- The candidate developed a reputation in our multi-state region of nation for excellence in professionalism through research, service to the profession, or scholarship of teaching. This is most commonly supported by citations of their work by other scholars, letters of support from established professors in the region/nation, and/or formal service positions in regional or national scholarly criminal justice organization.

5. **EDUCATION**

A multitude of activities and achievements are indicators of quality teaching, scholarship, and service. Some examples are noted in the sub-section below. AS selected examples, this list should not be viewed as a total compilation of possible artifacts for the three dimensions on the faculty role.

Tenure and/or promotion to Associate Professor as a faculty member in the field of education require a person must have met university and college level requirements. Additionally (s)he must meet the following in order to illustrate his/her identity as a scholar of education.

A. Teaching

Documentation of excellence in teaching:

- Documentation of teaching methods: such as course outlines, sample materials/modules Creativity including project based modules, authentic assignments, field or lab school involvement, self-assessments, peer review, representative student work, and student course evaluations.
- Documentation of teaching awards, completion of Quality Matters training sessions and/or Quality Matters review of courses.

B. Scholarship

For tenure and promotion, education faculty is required to have one of the following:

- published single authorship article published by a juried journal or juried online journal.
- Collaborative article published by a juried journal or juried online journal with evidence of significant contribution to the research and writing.

Faculty in education are expected to have an ongoing research agenda that advances or disseminates information or knowledge in the discipline. Examples of this may be any of the following:

- A book from a juried press
- A chapter within a book
- Journal, published proceedings of a juried conference presentation
- Conference presentations (both conferences attended and online conferences, local, region, national, and international).

C. Service

Documentation of service (university, college/department, professional, and community), including relevant reports, commentary, artifacts and/or outcomes. Additional service to the university and/or college/department that fall under contract assigned administration tasks may be included. Community service as it relates to the faculty discipline is encouraged.

Promotion to Professor as an education faculty member requires that an Associate Professor must have met any university and college level requirements. Additionally the faculty member must meet the following in order to illustrate a campus and regional reputation as a teaching scholar.

A. Teaching

The candidate must have continued, consistent scholarship to remain current in their specific field and in the field of teacher preparation and use current innovative techniques in their courses.

B. Scholarship

The candidate must have an ongoing research agenda through publications, presentations, and productions.

C. Service

The candidate must have demonstrated continued, consistent contributions to the University Mission and the Department's Mission.

6. EDUCATION LEADERSHIP

Because of the mission of this institution and of the discipline of education, tremendous weight is placed on all three areas of a tenure-track faculty member's responsibility, with teaching maintaining the predominant role. Scholarship and Service are also highly regarded.

Tenure and/or promotion to Associate Professor as a faculty member in the field of Education Leadership require a person must have met university and college level requirements. Additionally (s)he must meet the following in order to illustrate his/her identity as a scholar of education. Below are the guidelines for faculty seeking tenure and/or promotion.

A. Teaching

Documentation of teaching: Documentation of teaching methods: such as course outlines, sample materials/modules, creativity including project based modules, authentic assignments, field or lab school involvement, self-assessment, peer review, representative student work, and student course evaluations.

B. Scholarship

Documentation of scholarship must include a minimum of three scholarly activities and must include a minimum of one published peer-reviewed article a single-authored, peer-reviewed publication (book, chapter in a book, or article) published by a professional, reputable journal or press; additional scholarly activities might include: professional presentations, relevant reports, grants received, poster presentations, etc.

C. Service

Documentation of service (university, college/department, professional, and community), including relevant reports, commentary, artifacts and/or outcomes. Community service as it relates to the faculty discipline is encouraged. Additional service to the university and/or college/department that fall within contracted or assigned administrative tasks may be included.

Promotion to Professor as an Education Leadership faculty member requires that an Associate Professor must have met any university and college level requirements. Additionally the faculty member must meet the following in order to illustrate a campus and regional reputation as a teaching scholar.

A. Teaching

The candidate must have demonstrated continued, consistent scholarship to remain current in their specific field and in the field of education leadership and use current innovative techniques in his/her courses.

B. Scholarship

The candidate must have demonstrated progress in ongoing research agenda. The promotion to Full Professor requires a number of publications that indicate substantial, focused efforts to contribute toward the scholarship of the discipline.

C. Service

The candidate must have demonstrated continued, consistent contributions to the University Mission and the Department's Mission.

7. **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, and public performances of an art form.

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 in order 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.

8. HEALTH SCIENCES (KINESIOLOGY / NURSING)

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.

Serve as a major contributor on one peer-reviewed journal articles with supporting evidence of major contribution to each publication such as primary authorship and/or editing authorship, data generation and/or analyses, device design and/or validation, etc.

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

- published book, book chapter(s), within a published book, or editor of a professional published book(s)
- podium and poster presentations of current research at local, state, regional, national, or international conferences and/or academic seminar series
- supervision of conception, development, and direction of student research projects leading to publication, conference presentation and/or grant funding
- attendance at a nationally recognized or international professional society meeting with whom the faculty is a registered member
- judging presentation(s)/poster(s) at regional, national or international conferences/meetings
- edit/review manuscript(s) for peer-reviewed journal(s)
- achievement of professional certification beyond entry requirements of the profession
- patents and/or other commercialization of research
- scholarly/professional liaisons, including intra- and inter-institutional collaboration and research project
- professional practice hours at the level required for continued professional certification
- completion of a post-masters or doctorate in a new and related area of concentrated study
- 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, the 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 demonstrating impactful variations of the following:

- 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

9. **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 person must meet the following in order to demonstrate a campus and regional reputation as a teaching scholar 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.

10. INSTRUCTIONAL TECHNOLOGY

Tenure and/or promotion to Associate Professor in instructional technology require that a Person must have met any university and college level requirements. Additionally (s)he must Meet the following in order to demonstrate his/her identity as a scholar of instructional technology.

A. Teaching

Documentation of teaching: Chart of courses and independent studies include: year, course title, course number, number of students, and method of delivery (face to face, web enhanced, full web).

Documentation of teaching methods: such as course outlines sample materials/modules, creativity including project based modules, authentic assignments, field or lab school involvement, self-assessments, peer review, representative student work, and student course evaluations.

B. Scholarship

Documentation of scholarship must include a minimum of 3 scholarly activities and must include a minimum of 1 published peer-reviewed article; if not sole single or sole authorship, explanation of the collaborative contribution is expected. Additional scholarly activities might include: professional presentations, relevant reports, grants received, poster presentations and etc.

C. Service

Documentation of service (university, college/department, professional, and community), including relevant reports, commentary, artifacts and/or outcomes. Additional service to the university and/or college/department that fall under contract Assigned administration tasks may be included. Community service as it relates to the Faculty discipline is encouraged.

Promotion to Professor as an education faculty member requires an Associate Professor must have met any university and college level requirements. Additionally the faculty member must meet the following in order to illustrate a campus and regional reputation as a teaching scholar.

A. Teaching

The candidate must have demonstrated continued, consistent scholarship to remain current in their specific field and in the field of teacher preparation and use current innovative techniques in their courses.

B. Scholarship

The candidate must have demonstrated progress in ongoing research agenda. The promotion to Full Professor requires a number of publications that indicate substantial, focused efforts to contribute toward the scholarship of the discipline.

C. Service

The candidate must have demonstrated continued, consistent contributions to the University Mission and the Department's Mission.

11. 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 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 mass communication requires that an Associate Professor must have met any university and college level requirements for appointment as an 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
- 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.

12. POLITICAL SCIENCE

Tenure and/or promotion to Associate Professor in the area of political science require that a Person must have met any university and college level requirements. Additionally (s)he must Meet the following in order to demonstrate his/her identity as a scholar of political science.

A. Teaching

Maintain scholarship in teaching, reflected by up-to-date knowledge in the professor's selected courses (e.g., up-to-date course bibliographies, books, etc.); advisement or direction of student academic research (e.g., assistance with student class research essays, professional conference attendance, conference paper submissions or presentations, co-authored essays with faculty member's ongoing research, independent study, etc.) or mentoring students for graduate and law school application and success (e.g., LSAC navigation advice, GRE and LSAT prep), presentations or workshops by invited guests, writing letters of recommendation etc.). Facilitate student access and opportunities with innovative and experimental course delivery methods, such as web-based, web-enhanced, internship, civic engagement, lab, or 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 single- or co-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 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 public-outreach 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 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.

C. Service

Participate in professional organizations and institutional service as outlined by the above Service expectations. Community service as it relates to the faculty discipline is Encouraged.

13. SOCIOLOGY

Tenure and/or promotion to Associate Professor in the area of Sociology require that a person must have met any university and college level requirements. To gain tenure and/or promotion to the rank of an Associate Professor in sociology, a faculty member must have met all 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 co-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 must meet 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
- An ongoing research agenda that advances knowledge in the discipline as well as That makes notable contributions to the knowledge base in the discipline

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 since 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.

1. 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.
2. Curriculum vitae
3. Documentation of assessment history: Copies of all documents concerning the faculty member's performance reviews with the most recent on top and in descending order.
4. 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).
5. Documentation of service (university, region/school, professional, college/department, community): Relevant reports commentary, artifacts and/or outcomes as outlined in UP 12.01.99.H1.01 (4.5.2).
6. Documentation of scholarship: Copies of published work (actual copies of the document, not a submission completed on 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.