College of Education and Liberal Arts
Guidelines for
Tenure, Promotion, and Mandatory Fourth Year Review
Effective September 2015

The purpose of these guidelines is to supplement The Texas A&M University System (TAMUS) Policies 12.01, Academic Freedom, Responsibility and Tenure and 12.02, Institutional Procedures for Implementing Tenure, and the A&M-Texarkana UP 12.01.99.H1.02, Tenure, and Promotion. Collectively, these documents provide the important criteria, expectations, and processes related to faculty tenure and promotion in rank within the College of Education and Liberal Arts (CELA).

I. Eligibility and Guidelines for Application for Tenure and/or Promotion

The faculty of CELA has affirmed the following statement of expectations for tenure and/or promotion. In order to apply for tenure and/or promotion, a tenure-track faculty member shall meet criteria as outlined in university procedures and CELA’s “Guidelines for Tenure, Promotion, and Pre-Tenure Review” in the areas of Teaching, Service, and Scholarship.

II. Tenure and Promotion Committees

At the beginning of each academic year, CELA shall choose one tenured faculty member to serve as the Tenure and Promotion Coordinator for that academic year. The Coordinator’s role will be to ensure that all tenure and promotion committees are staffed appropriately (according 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 (from the applicant’s discipline or a closely related discipline) 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.

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 and with the discipline-specific guidelines referenced below.
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 UP 12.01.99H1.02.

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 five 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 AND HIGHER EDUCATION

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

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. Examples of activities relative to this dimension are:

- Demonstrates competence in the discipline, maintains academic integrity, and professionally conforms to the instructional standards of the institution/college. This may be demonstrated by quantitative/qualitative data from course evaluations
- Integrates current scholarly knowledge from the discipline’s literature into the overall scope of instructional content
- Integrates principles of adult learning into course design and classroom practices (This may be demonstrated by quantitative/qualitative data from course evaluations, peer reviews, assignments, design of assignments, written communication from students)
- Teaches writing-intensive courses; also provides individualized instruction when required
- Teaches in the role of guest lecturer for courses outside of his/her assignment (on campus or other institutions)
• Participates in course and program curriculum development; tasks may be revising course bibliographies, developing new courses or substantially revising existing courses, revising program curricula, creating certificate programs or creating new degree programs
• Applies innovative and experientially-based instructional methods and techniques to engage students at a deeper level with content or improve student learning (may be technologically-based or not)
• Inspires or motivates students toward self-directed learning (with or without technology)
• Attends and participates in conferences (local, state or national), conventions, meetings and symposia relevant to teaching in general, or teaching specific to the discipline
• Conducts/participates in workshops, short courses or forums, and other activities for the purpose of student success or student preparation for future endeavors (e.g. GRE, LSAT, MCAT preparation, college-level writing, writing style such as APA, graduate school or professional school preparation, First-Year Experience, etc.)
• Prepares additional course materials and instructional media (e.g. case studies, exercises, narrated lectures on-line, etc.)
• Participates with the department or college faculty to address general academic or program-specific issues
• Periodically reviews and revises course materials to enhance relevance (e.g. textbooks, syllabi, bibliographies, standards for competency, evaluation instruments or mechanisms and instructional media)
• Sponsors field trips, field experiences, lab or studio learning activities, study tours, co-op or research activities; also supervises internships, practicums, or student-teaching
• Provides clear and accurate syllabi, to include direct objectives for competence or achievement, clear standards for achievement or performance, appropriate evaluation mechanisms
• Infuses activities into courses that promote students’ scholarly development
• Stimulates students’ analytical thinking and critical reasoning skills by developing creative and active-learning exercises, engaging assignments for outside class, or subjective and constructive examination materials. Peer and/or course evaluation questions may be used to demonstrate this element, as well as artifacts
• Advises or directs student academic research (may include class research, professional conference attendance, poster showcase, conference paper submissions or presentations, co-authored essays or articles with professor)

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

C. Service

This dimension includes service to the profession, university, college, or community/region. Activities that are particularly relevant for tenure and/or promotion to Associate Professor may include:

- Participation in the academic governance of the unit to which he/she is assigned
- Participation with colleagues concerning academic program issues
- Participation in professional organizations or societies relative to the discipline (regional, state, national or international). Evidence may be attendee at organizational conferences, member of a conference panel, advisory board membership, organizational committee work, conference discussant, member of editorial board, etc.
- Service to local, regional, state, or national organizations (non-profit, profit or not-for-profit), related to the discipline or where the general experience and knowledge of the faculty member may be of benefit, and no remuneration is awarded
- Institutional service may include council membership, member on university committee, advisor for student organization, special task forces, staff search committees, procedural committees, marketing and recruiting committees, admissions committee, etc.
- College service activities may include Department Chair (if concurrent with teaching assignment), Academic Program Coordinator (with or without reassignment time), faculty search committees, Chair of Tenure and Promotion Process, college task forces or short-term committee assignments, etc.
- Participation at campus events for outreach or academic purposes (e.g. student recruitment and registration events, commencement, convocation).

Promotion to Professor as an adult and higher education faculty member, an Associate Professor must have met any university and college level requirements. In addition, the following applies for promotion.

A. Teaching
To be considered for promotion to Full Professor, the candidate must have maintained an ongoing demonstration of excellence in Teaching, as outlined by the discipline, the college and the university.

B. Scholarship

To be considered for promotion to Full Professor, the candidate is expected to produce an additional publication after achieving the rank of Associate Professor, and a minimum of two additional scholarly products to demonstrate a campus/regional reputation as a teacher-scholar.

- Peer-reviewed publications closely related to the discipline wherein the candidate is sole author or second author (e.g. journal article, edited book, book chapter, monograph)
- 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.
- Received invitation to produce, exhibit, and/or perform juried creative work before a significant regional, national or international audience
- Delivered invited lectures, papers, speeches, or presentations at professional meetings, conventions, conferences related to the discipline
- Published monographs, journal articles, textbooks, papers, abstracts, book reviews, etc.
- Applied and attained copyright or patents
- Edited manuscripts for journal publication, grant proposals, chapters for books, or other similar scholarly activity
- Received internal or external grant or award, e.g. research, curriculum development, equipment/facilities
- Recognized – regionally, nationally, or internationally – for contributions to the field (recent or past); may be in the form of requests for reprints, invitations to read papers, citations of research, invitations to exhibit, etc.
- Participates in institutes, short courses, seminars and workshops related to the discipline
- Submitted scholarly work for use in local, regional, or national publication or professional forum
- Published policies, instruments, models, evaluation materials, etc. for a state or national entity related to the discipline
- Collaborated with colleagues on local or other campuses in activities that contribute or advance knowledge, methodology or development of the discipline
- Submitted scholarly work to colleagues for comments and critique
- Engages in professional growth plan to enhance professional competency (e.g. certification or licensure)

C. Service
For promotion to Professor in Adult and Higher Education, an Associate Professor must have met any university and college level requirements and demonstrate an on-going commitment to service, at a minimum; however, a leadership role at some level is preferred. Activities that exemplify this attribute include, but are not limited to:

- College administrative roles such as Department Chair (if concurrent with teaching assignment), Academic Program Coordinator (with or without reassignment time), Chair of Tenure and Promotion Process, Faculty Senate President, special college task forces or chairing short-term committee assignments that have broad campus impact, etc.
- Received invitation to produce, exhibit, and/or perform juried creative work before a significant regional, national or international audience
- Delivered invited lectures, papers, speeches, or presentations at professional meetings, conventions, conferences related to the discipline or as a representative of the institution
- Service to local, regional, state, or national organizations (non-profit, profit or not-for-profit), related to the discipline or where the general experience and knowledge of the faculty member may be of benefit, and no remuneration is awarded
- Engages in substantive professional growth plan to enhance professional competency (e.g. certification or licensure)

2. COUNSELING AND PSYCHOLOGY

Tenure as a Counseling and Psychology faculty member requires that a person must have met any university and college level 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 total years of experience.
Promotion to Professor as a faculty member in the fields of counseling or 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 rank of Associate; a notable record of contributions to one’s profession, community, and university; and a minimum of ten years of total full-time teaching experience post Ph.D. in an accredited college or university with a minimum of five years at the rank of Associate Professor.

3. 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 efforts 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 in scholarship may include but is 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 one 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 to 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 or 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 organizations.
4. 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 complication 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 are 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 conference 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.

5. 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-assessments, 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.

6. ENGLISH

Tenure and/or 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 require reflective responses, synthesis of material, and critical judgment. 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, book chapters, books, and creative works, as well as edited manuscripts for 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.
7. **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 emails.

**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 emails 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 emails 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.

8. 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 he/she 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, number, and 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, 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.

9. 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 emails.

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)
  Competitively-selected conference panel presentations (international, national, regional, state conferences)
- Magazine articles
- Newspaper stories
- 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, refereed 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 demonstrate a distinguished record of academic accomplishment.

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 emails.

B. Scholarship
Faculty in mass communication 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 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)
  Competitively-selected conference panel presentations (international, national, regional, state conferences)
- Magazine articles
- Newspaper stories
- 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, refereed 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. Faculty may also choose to engage in community service related to a leadership role closely aligned with the communication discipline and should not be a faculty member’s exclusive service component.

10. 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 professor, assistance 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 guidance, graduate and law school 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 evaluations, 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, conference paper acceptance, journal article submission or revise 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 ongoing 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.

**11. 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 research 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 a full professor. Additionally, the person must provide evidence of:

- Continued demonstration 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.