

Department Guidelines for Tenure and Promotion

I. *Required*

Candidate must possess an earned terminal degree from a regionally accredited institution in an appropriate field (e.g., political science, economics, public policy, geography, international affairs; faculty in the Legal Studies program must meet requirements set forth by the American Bar Association Standing Committee on Paralegals).

II. *Probationary Period*

A probationary period will be assigned to faculty who have had prior tenured or tenure-track service at another accredited institution for not less than one and not more than five years.

III. *Departmental Standards for Tenure*

From the Faculty Handbook (9.6.8). "The award of academic tenure is a privilege. Tenure is awarded after a thorough review that culminates in the University acknowledging the faculty member's professional excellence and the likelihood that excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the University. Professional excellence is reflected in the faculty member's teaching, research, and service, including the faculty member's ability to interact appropriately with colleagues and students. A faculty member might meet the criteria for a given promotion in rank, and achieve promotion, but fail to merit the privilege of tenure. Promotion in academic rank does not necessarily imply that one merits academic tenure." Thus the standard for tenure is one of demonstrated excellence in, and evidence of likely future contributions in, the areas of teaching, research, and service.

IV. *Pre-Tenure Review*

From the Faculty Handbook (9.7.2). "Pre-Tenure review is the process through which academic departments assess and evaluate the progress of faculty members toward an award of academic tenure. Positive pre-tenure reviews constitute either an absolute or a qualified departmental vote of confidence. The renewal of an employment contract or a successful pre-tenure review is not a promise or a guarantee of tenure or continued employment of any type or duration. Negative pre-tenure reviews constitute notice that progress toward tenure is unsatisfactory. Negative pre-tenure reviews may justify the non-renewal of employment contracts at the discretion of the President upon the recommendation of the Provost and the Vice President for Research."

V. *Departmental Standards for Promotion from Assistant Professor to Associate Professor*

To be eligible to be promoted from Assistant Professor to Associate Professor, candidates must serve for five years in the previous rank, but exceptions are made for those who have far exceeded the standards for promotion (see sections 9.4.3 and 9.4.5 of the Faculty Handbook.) For example, individuals who are appointed at the rank of Assistant Professor in August 2017 are eligible to be promoted to the rank of Associate Professor beginning in July 2022. Such candidates would submit their dossiers in September of 2021. Promotion from the rank of Assistant Professor to Associate Professor requires demonstrated excellence in teaching, research, and service, using the relative weights and evaluative standards shown below.

A. Teaching: 40%

1. "Professional excellence and the likelihood of continued excellence" in teaching is demonstrated through evidence of both professional behavior and effective teaching, (occurring in a variety of settings, formats, and/or levels of instruction) and through evidence of ongoing efforts to refine and improve one's teaching.

2. The demonstration of professional behavior will consist of evidence of ongoing professionalism such as teaching the assigned course load, teaching in response to departmental needs, engaging in regular interaction with students, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision.

3. The demonstration of excellence in teaching will consist of strongly positive feedback from evaluation of teaching through some combination of:

- a. student class evaluations
- b. peer evaluation, (such as through class observation, review of classroom materials, and/or receipt of teaching awards)
- c. accomplishments of present and former students
- d. successful direction of individual student work (to include undergraduate, Master's and Doctoral theses)
- e. involvement in professional development activities relating to one's teaching (such as attendance at workshops, etc.)
- f. development of new courses or the substantial redevelopment (for example, revising a course for online delivery) of existing courses.

B. Research: 40%

1. "Professional excellence and the likelihood of continued excellence" in research is demonstrated by significant (in terms of both quantity and quality) peer-reviewed publications during the candidate's probationary period. (Faculty in disciplines where peer-reviewed publication outlets are scant should refer to Section XI of this document for further guidance).

2. A body of published research that makes a substantial contribution to the field is required. Faculty may demonstrate their achievement of this standard through a variety of forms of publication to include books and monographs, refereed journal articles, book chapters, published book reviews, reference publications, and externally funded research grants. Additionally, conference presentations, proceedings, and works under review may be considered as evidence of an ongoing research agenda. While the department declines to provide specific minimums, generally a single author book (or its equivalent as defined below), should suffice to meet the standard for initial promotion and tenure. While encouraged to seek publication of his/her dissertation, an assistant professor is also expected to establish a research agenda that goes beyond the dissertation.

3. While ability and potential as a researcher cannot be inferred from quantitative criteria of publications alone, the following relative weights for types of publications are generally applicable:

- a. Academic books that present original research and/or thought and that are peer-reviewed will usually carry approximately the same weight as 4-5 quality peer-reviewed journal articles and/or peer reviewed book chapters. Textbooks will be judged by the scope, size, and impact of the text upon the field.
- b. Authored books will usually be given greater weight than books that are edited collections of articles by other authors.
- c. Articles appearing in peer-reviewed journals will usually carry greater weight than those appearing in other journals or edited books.

- d. Articles and research notes in peer-reviewed journals will be given more weight than book reviews or manuals.
- e. Single-authored works will usually carry greater weight than jointly authored ones. Some indication of the division of responsibility for jointly authored works should be provided in the dossier.
- f. Consideration will be given to publication quality as measured by the following items (though not exclusive of other quality measures not listed here): journal/press rankings, journal/press reputation in the field, journal impact factors, journal acceptance rates, awards, citations, reviews, and reprints.
- g. Funded research grants will be considered relative to the competitive nature of the review process and the overall quality of the application.
- h. Faculty are strongly cautioned against publishing in journals that are widely considered to be predatory open access journals.

C. Service: 20%

1. "Service excellence and the likelihood of continued excellence" in service is demonstrated through evidence of effective participation in the following areas: discipline, department, college, university, and the general public. Tenure and promotion to the rank of Associate Professor requires excellent service in two areas.
2. Scholarly service (or service to the discipline) may include such tasks as editing a journal or serving as an officer of a discipline-specific association, hosting/planning conferences, or serving as a professional consultant.
3. Departmental service may include service as a program or graduate coordinator, service on department committees; such service also includes roles such as faculty advisor to a student honor society, recruiting, assisting with student advising and recruiting events, or similar activities.
4. College-level service may include membership and participation in a standing or ad hoc college committee such as College Council or College Awards Committee.
5. University-level service may include membership and participation in standing or ad hoc bodies or committees such as the Faculty Senate, Academic Council, Graduate Council, or University Research Council.
6. Public service may include any demonstrable activity in which the faculty member shares his or her expertise, time and talents with public, educational, charitable, or community organizations.
7. Excellence in service can be demonstrated through positive feedback from fellow committee members, chairs of committees, or administrators. Significance and excellence can also be shown by serving in a leadership capacity on committees.

VI. *Departmental Standards for Promotion from Associate Professor to Professor*

Promotion from the rank of Associate Professor to Professor requires demonstrated excellence in the three areas plus demonstration that the body of research has made a significant impact on the relevant field (to include assessments of the faculty member's research by three or more knowledgeable external reviewers).

After five years at the rank of Associate Professor, faculty members are eligible to be promoted to the rank of Professor. Faculty members who meet this requirement and want to apply for promotion should meet with the department chair by March 1st prior to the academic year they want to apply for promotion. Faculty members are expected (though not required, if the faculty member has qualifications that far exceed departmental guidelines) to be at least in their fifth full year of service in the rank of Associate Professor before promotion to the rank of Professor. For example, a faculty member who was awarded promotion to the rank of Associate Professor in July 2018 would be eligible to apply for promotion to the rank of Professor in Fall 2022, and the meeting with the Chair should occur by March 1, 2022.

At that initial meeting, the candidate shall give the department chair a list of five to ten potential external reviewers for his or her dossier. These reviewers should be experts in the specialty area of the candidate but not close friends or otherwise have a conflict of interest. Potential reviewers should hold the academic rank of Professor at their respective institutions. It is the responsibility of the department chair to contact reviewers for the dossier of the candidate. By May 1st, the candidate shall provide the department chair with an updated electronic copy of his or her vita, along with all review documents for their dossier. The department chair will contact two people from the list provided by the candidate and one additional reviewer (this third reviewer could come from the list suggested by the candidate or could be someone not on the list) by May 15th. The reviewers will be asked to submit a letter of evaluation of the candidate to the department chair by September 5th.

During the first week of contract period (generally around August 15th), the department chair will convene the promotion committee consisting of all the tenured members of the department with the academic rank of Professor. When there are fewer than three full professors, the department chair will seek other qualified full professors from the College, preferably in related fields.

Members of promotion committee select a chair from its members. The committee will meet shortly after all documents are received (generally by September 24th) and will make a recommendation to department chair prior to the deadline in the fall (generally by October 1st).

A. Teaching: 40%

1. "Professional excellence and the likelihood of continued excellence" in teaching is demonstrated through evidence of both professional behavior and effective teaching, (occurring in a variety of settings, formats, and/or levels of instruction) and through evidence of ongoing efforts to refine and improve one's teaching.

2. The demonstration of professional behavior will consist of evidence of ongoing professionalism such as teaching the assigned course load, teaching courses that reflect departmental needs, engaging in regular interaction with students, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision.

3. The demonstration of excellence in teaching will consist of strongly positive feedback from evaluation of teaching through some combination of:

- a. student class evaluations
- b. peer evaluation, (such as through class observation, review of classroom materials, and/or receipt of teaching awards)
- c. accomplishments of present and former students
- d. successful direction of individual student work (to include undergraduate, Master's and Doctoral theses)

- e. involvement in professional development activities relating to one's teaching (such as attendance at workshops, etc.)
- f. development of new courses or the substantial redevelopment (for example, revising a course for online delivery) of existing courses.

B. Research: 40%

1. "Professional excellence and the likelihood of continued excellence" in research is demonstrated by significant (in terms of both quantity and quality) peer-reviewed publications during the candidate's probationary period. (Faculty in disciplines where peer-reviewed publication outlets are scant should refer to Section XI of this document for further guidance).

2. A body of published research that makes a substantial contribution to the field is required. Faculty may demonstrate their achievement of this standard through a variety of forms of publication to include books and monographs, refereed journal articles, book chapters, published book reviews, reference publications, and externally funded research grants. Additionally, conference presentations, proceedings, and works under review may be considered as evidence of an ongoing research agenda. Promotion to full professor is based on exceeding the minimum amount of productivity required for promotion from assistant to associate. In other words, publications used for promotion to associate cannot be counted for promotion to full professor. For example, a faculty member who was promoted with five journal articles would need a similar number of additional peer-reviewed articles to be promoted to full professor.

While ability as a researcher cannot be inferred from quantitative criteria of publications alone, the following relative weights for types of publications are generally applicable:

- a. Academic books that present original research and/or thought and that are peer-reviewed will usually carry approximately the same weight as 4-5 quality peer-reviewed journal articles and/or peer reviewed book chapters. Textbooks will be judged by the scope, size, and impact of the text upon the field.
- b. Authored books will usually be given greater weight than books that are edited collections of articles by other authors.
- c. Articles appearing in peer-reviewed journals will usually carry greater weight than those appearing in other journals or edited books.
- d. Articles and research notes in peer-reviewed journals will be given more weight than book reviews or manuals.
- e. Single-authored works will usually carry greater weight than jointly authored ones. Some indication of the division of responsibility for jointly authored works should be provided in the dossier.
- f. Consideration will be given to publication quality as measured by the following items (though not exclusive of other quality measures not listed here): journal/press rankings, journal/press reputation in the field, journal impact factors, journal acceptance rates, awards, citations, reviews, and reprints.
- g. Funded research grants will be considered relative to the competitive nature of the review process and the overall quality of the application.
- h. Faculty are strongly cautioned against publishing in journals that are widely considered to be predatory open access journals.

C. Service: 20%

1. "Service excellence and the likelihood of continued excellence" in service is demonstrated through evidence of effective participation in the following areas: discipline, department,

college, university, and the general public. Promotion to the rank of Professor requires excellent service in three areas.

2. Scholarly service (or service to the discipline) may include such tasks as editing a journal or serving as an officer of a discipline-specific association, hosting/planning conferences, or serving as a professional consultant.

3. Departmental service may include service as a program or graduate coordinator, service on department committees; such service also includes roles such as faculty advisor to a student honor society, recruiting, assisting with student advising and recruiting events, or similar activities.

4. College-level service may include membership and participation in a standing or ad hoc college committee such as College Council, College Advisory Committee, or College Awards Committee.

5. University-level service may include membership and participation in standing or ad hoc bodies or committees such as the Faculty Senate, Graduate Council, Academic Council, University Advisory Committee, or University Research Council.

6. Public service may include any demonstrable activity in which the faculty member shares his or her expertise, time and talents with public, educational, charitable, or community organizations.

7. Excellence in service can be demonstrated through positive feedback from fellow committee members, chairs of committees, or administrators. Significance and excellence can also be shown by serving in a leadership capacity on committees.

VII. *Departmental Standards for Promotion from Instructor to Lecturer*

From the Faculty Handbook (3.4.1). Promotion from "Instructor to Lecturer – Candidates need to demonstrate a continuous record of teaching excellence. Service and scholarly activities may also be considered." The department considers both service and professional development/research when assessing non-tenure track candidates for promotion.

A. Teaching: 80%

1. A "continuous record in teaching excellence" is demonstrated through evidence of both professional behavior and effective teaching, (occurring in a variety of settings, formats, and/or levels of instruction) and through evidence of ongoing efforts to refine and improve one's teaching.

2. The demonstration of professional behavior will consist of evidence of ongoing professionalism such as teaching the assigned course load, teaching courses that reflect departmental needs, engaging in regular interaction with students, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision.

3. The demonstration of excellence in teaching will consist of strongly positive feedback from evaluation of teaching through some combination of:

a. student class evaluations

b. peer evaluation, (such as through class observation, review of classroom materials, and/or receipt of teaching awards)

- c. accomplishments of present and former students
- d. involvement in professional development activities relating to one's teaching (such as attendance at workshops, etc.)
- e. development of new courses or the substantial redevelopment (for example, revising a course for online delivery) of existing courses.

B. Service: 10%

1. "Service excellence and the likelihood of continued excellence" in service is demonstrated through evidence of effective participation in the following areas: discipline, department, college, university, and the general public.
2. Scholarly service (or service to the discipline) may include such tasks as editing a journal or serving as an officer of a discipline-specific association, hosting/planning conferences, or serving as a professional consultant.
3. Departmental service may include service as a program or graduate coordinator, service on department committees; such service also includes roles such as faculty advisor to a student honor society, recruiting, assisting with student advising and recruiting events, or similar activities.
4. College-level service may include membership and participation in a standing or ad hoc college committee such as College Council or College Awards Committee.
5. University-level service may include membership and participation in standing or ad hoc bodies or committees such as the Faculty Senate or Academic Council.
6. Public service may include any demonstrable activity in which the faculty member shares his or her expertise, time and talents with public, educational, charitable, or community organizations.
7. Excellence in service can be demonstrated through positive feedback from fellow committee members, chairs of committees, or administrators. Significance and excellence can also be shown by serving in a leadership capacity on committees.

C. Research/ Professional Development: 10%

1. The Department requires that candidates for promotion to Lecturer demonstrate a planned and sustained program of professional development.
2. Evidence used to evaluate a planned and sustained program of professional development includes a combination of factors outlined in the departmental annual evaluation process (for example, those listed in Section V.B. and VI.B. above or Section XI below) that are appropriate to the discipline.

VIII. *Departmental Standards for Promotion from Lecturer to Senior Lecturer*

From the Faculty Handbook (3.4.1). "Candidates need to demonstrate a continuing record of excellent and innovative¹ teaching coupled with notable service and/or scholarly activities."

¹ Innovative teaching is not limited to the use of technology in the classroom and can involve other pedagogical innovations.

The department considers both service and professional development/research when assessing non-tenure track candidates for promotion.

A. Teaching: 60%

1. "Professional excellence and the likelihood of continued excellence" in teaching is demonstrated through evidence of both professional behavior and effective teaching, (occurring in a variety of settings, formats, and/or levels of instruction) and through evidence of ongoing efforts to refine and improve one's teaching.

2. The demonstration of professional behavior will consist of evidence of ongoing professionalism such as teaching the assigned course load, teaching courses that reflect departmental needs, engaging in regular interaction with students, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision.

3. The demonstration of excellence in teaching will consist of strongly positive feedback from evaluation of teaching through some combination of:

a. student class evaluations

b. peer evaluation, (such as through class observation, review of classroom materials, and/or receipt of teaching awards)

c. accomplishments of present and former students

d. involvement in professional development activities relating to one's teaching (such as attendance at workshops, etc.)

e. development of new courses or the substantial redevelopment of existing courses.

B. Service: 30%

1. "Service excellence and the likelihood of continued excellence" in service is demonstrated through evidence of effective participation in the following areas: discipline, department, college, university, and the general public.

2. Scholarly service (or service to the discipline) includes such tasks as editing a journal or serving as an officer of a discipline-specific association, hosting/planning conferences, or serving as a professional consultant.

3. Departmental service may include service as a program or graduate coordinator, service on department committees; such service also includes roles such as faculty advisor to a student honor society, recruiting, assisting with student advising and recruiting events, or similar activities.

4. College-level service includes membership and participation in a standing or ad hoc college committee such as College Council or College Awards Committee.

5. University-level service may include membership and participation in standing or ad hoc bodies or committees such as the Faculty Senate or Academic Council.

6. Public service may include any demonstrable activity in which the faculty member shares his or her expertise, time and talents with public, educational, charitable, or community organizations.

7. Excellence in service can be demonstrated through positive feedback from fellow committee members, chairs of committees, or administrators. Significance and excellence can also be shown by serving in a leadership capacity on committees.

C. Research/ Professional Development: 10%

1. The Department requires that candidates for promotion to Senior Lecturer demonstrate “notable scholarly activities.”
2. Evidence used to evaluate notable scholarly activities includes a combination of factors outlined in the departmental annual evaluation process (for example, those listed in Section V.B. and VI.B. above or Section XI below) that are appropriate to the discipline.

IX. *Departmental Standards for Promotion from Assistant Teaching Professor to Associate Teaching Professor*

From the Faculty Handbook (3.4.1). “Candidates need to demonstrate excellent and innovative teaching coupled with contributions in either service (departmental/collegiate/university or discipline) or notable scholarly activities.” The department considers both service and professional development/research when assessing non-tenure track candidates for promotion.

A. Teaching: 60%

1. “Professional excellence and the likelihood of continued excellence” in teaching is demonstrated through evidence of both professional behavior and effective teaching, (occurring in a variety of settings, formats, and/or levels of instruction) and through evidence of ongoing efforts to refine and improve one’s teaching.
2. The demonstration of professional behavior will consist of evidence of ongoing professionalism such as teaching the assigned course load, teaching courses that reflect departmental needs, engaging in regular interaction with students, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision.
3. The demonstration of excellence in teaching will consist of strongly positive feedback from evaluation of teaching through some combination of:
 - a. student class evaluations
 - b. peer evaluation, (such as through class observation, review of classroom materials, and/or receipt of teaching awards)
 - c. accomplishments of present and former students
 - d. involvement in professional development activities relating to one's teaching (such as attendance at workshops, etc.)
 - e. development of new courses or the substantial redevelopment of existing courses.

B. Service: 30%

1. “Service excellence and the likelihood of continued excellence” in service is demonstrated through evidence of effective participation in the following areas: discipline, department, college, university, and the general public.

2. Scholarly service (or service to the discipline) may include such tasks as editing a journal or serving as an officer of a discipline-specific association, hosting/planning conferences, or serving as a professional consultant.
3. Departmental service may include service as a program or graduate coordinator, service on department committees; such service also includes roles such as faculty advisor to a student honor society, recruiting, assisting with student advising and recruiting events, or similar activities.
4. College-level service may include membership and participation in a standing or ad hoc college committee such as College Council or College Awards Committee.
5. University-level service may include membership and participation in standing or ad hoc bodies or committees such as the Faculty Senate or Academic Council.
6. Public service may include any demonstrable activity in which the faculty member shares his or her expertise, time and talents with public, educational, charitable, or community organizations.
7. Excellence in service can be demonstrated through positive feedback from fellow committee members, chairs of committees, or administrators. Significance and excellence can also be shown by serving in a leadership capacity on committees.

C. Research/Professional Development: 10%

1. The Department requires that candidates for promotion to Associate Teaching Professor demonstrate a planned and sustained program of research/professional development.
2. Evidence used to evaluate a planned and sustained program of research/professional development includes a combination of factors outlined in the departmental annual evaluation process (for example, those listed in Section V.B. and VI. B above or Section XI below) that are appropriate to the discipline

X. *Departmental Standards for Promotion from Associate Teaching Professor to Teaching Professor*

From the Faculty Handbook (3.4.1). "This promotion is merited by individuals who have met the criteria for Associate Teaching Professor and, following that promotion, demonstrate notable scholarly activities." The department considers both service and professional development/research when assessing non-tenure track candidates for promotion.

A. Teaching: 50%

1. "Professional excellence and the likelihood of continued excellence" in teaching is demonstrated through evidence of both professional behavior and effective teaching, (occurring in a variety of settings, formats, and/or levels of instruction) and through evidence of ongoing efforts to refine and improve one's teaching.
2. The demonstration of professional behavior will consist of evidence of ongoing professionalism such as teaching the assigned course load, teaching courses that reflect departmental needs, engaging in regular interaction with students, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision.
3. The demonstration of excellence in teaching will consist of strongly positive feedback from evaluation of teaching through some combination of:

- a. student class evaluations
- b. peer evaluation (such as through class observation, review of classroom materials, and/or receipt of teaching awards)
- c. accomplishments of present and former students
- d. successful direction of individual student work (to include undergraduate, Master's and Doctoral theses)
- e. involvement in professional development activities relating to one's teaching (such as attendance at workshops, etc.)
- f. development of new courses or the substantial redevelopment of existing courses.

C. Service: 30%

1. "Service excellence and the likelihood of continued excellence" in service is demonstrated through evidence of effective participation in the following areas: discipline, department, college, university, and the general public.
2. Scholarly service (or service to the discipline) may include such tasks as editing a journal or serving as an officer of a discipline-specific association, hosting/planning conferences, or serving as a professional consultant.
3. Departmental service may include service as a program or graduate coordinator, service on department committees; such service also includes roles such as faculty advisor to a student honor society, recruiting, assisting with student advising and recruiting events, or similar activities.
4. College-level service may include membership and participation in a standing or ad hoc college committee such as College Council or College Awards Committee.
5. University-level service may include membership and participation in standing or ad hoc bodies or committees such as the Faculty Senate or Academic Council.
6. Public service may include any demonstrable activity in which the faculty member shares his or her expertise, time and talents with public, educational, charitable, or community organizations.
7. Excellence in service can be demonstrated through positive feedback from fellow committee members, chairs of committees, or administrators. Significance and excellence can also be shown by serving in a leadership capacity on committees.

B. Research: 20%

1. The Department requires that candidates for promotion to Senior Lecturer demonstrate "notable scholarly activities."
2. Evidence used to evaluate notable scholarly activities includes a combination of factors outlined in the departmental annual evaluation process (for example, those listed in Section V.B. and VI. B above or Section XI below) that are appropriate to the discipline.

XI. Publication Standards for non-PhD holders.

Faculty members holding terminal degrees other than the Ph.D. may meet the research standard referenced in Section V.B. above with forms of significant publication appropriate to their discipline beyond peer-reviewed journal articles and books. For example, for faculty with J.D. degrees, significant publications are normally articles 20-50 pages in length, published in law reviews or internet journals, often with heavy footnote annotation. While not typically “peer-reviewed” in the traditional sense, law reviews and journals are extensively read by judges, practitioners, law professors, and other legal professionals, and can have a decisive influence on the development and analysis of the law. Scholarship by Legal Studies faculty may also be demonstrated through professional contributions that directly impact the field of law or legal studies pedagogy, including reports to the American Bar Association to maintain approval of the Legal Studies program (once per full approval cycle), or the drafting of legislation, briefs, reports, memoranda, or other documents created in connection with pro bono legal services. These other forms of scholarly activity will be judged for their quality by citations to the work and the work’s impact within the field.

Approved by the faculty June 14, 2017