

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. Pre-tenure reviews constitute either an absolute or a qualified 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. Negative pre-tenure reviews constitute notice that progress toward tenure is not assured. Negative pre-tenure reviews may justify the non-renewal of employment at the discretion of the President upon the recommendation of the Provost and the Department for Research."

Departmental Standards for Promotion from Assistant Professor to Associate Professor

To be promoted from Assistant Professor to Associate Professor, candidates must have been in the rank of Assistant Professor 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 individuals who are appointed at the rank of Assistant Professor in August 2017, the next promotion to the rank of Associate Professor beginning in July 2022. Such individuals 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.

9%

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 evidence of ongoing research activity, including publication of research results in peer-reviewed journals, presentation of research at national or international conferences, and other scholarly activities.

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- 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. tplysw.pen acice is d(d r 0 Tw 2.06v001 Tw (-12.2(w)9.3(.4(enur)p(o))6.21 T

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

- 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

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, Board of Trustees, Academic Council, and the President's Council on Faculty Affairs.

- 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

2. Scholarly service (or service to the discipline) may include such tasks as editing a journal or

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