

## **COLLEGE OF LIBERAL ARTS GUIDELINES FOR TENURE AND/OR PROMOTION**

At the time of application, candidates for tenure and/or promotion in the College of Liberal Arts (COLA) must meet **all** current *Greenbook* regulations concerning eligibility for promotion and/or tenure—such as holding tenure-track appointments, years in rank, terminal degree, and so forth.

All candidates for tenure and/or promotion **must** also meet *Greenbook*, College of Liberal Arts, and (where applicable) departmental evaluative criteria and requirements. Departmental evaluative criteria and requirements may be more stringent, but **cannot** be less stringent, than College of Liberal Arts and *Greenbook* criteria and requirements.

### **I. Tenure and/or Promotion to Associate Professor**

Candidates for Tenure and/or Promotion to Associate Professor **must** demonstrate Professional performance in all of the candidate's major areas of responsibility and Exemplary performance in Teaching and/or Research (defined as Scholarly and/or Creative Achievements).

Thus, candidates for Tenure and/or Promotion to Associate Professor **must** demonstrate and provide evidence to support one of the following profiles:

- 1). Exemplary performance in Teaching and Research and Professional performance in Service.
- 2). Exemplary performance in Teaching and Professional performance in both Research and Service.
- 3). Exemplary performance in Research and Professional performance in both Teaching and Service.

### **II. Promotion to Professor**

Candidates for Promotion to Professor **must** demonstrate Professional performance in all of the candidate's major areas of responsibility and Exemplary performance in at least two areas from among Teaching, Research (defined as Scholarly and/or Creative Achievements), and Service.

Thus, candidates for promotion to full Professor **must** demonstrate and provide evidence to support one of the following profiles.

- 1). Exemplary performance in Teaching, Research, and Service.
- 2). Exemplary performance in Teaching and Research and Professional performance in Service.
- 3). Exemplary performance in Teaching and Service and Professional performance in Research.
- 4). Exemplary performance in Research and Service and Professional performance in Teaching.

For purposes of tenure and/or promotion, the College of Liberal Arts defines **Teaching and Advising, Research (Scholarly and/or Creative Achievements), and**

**Service** in the following ways. The following lists of examples are representative and are not intended to be a complete or exhaustive list of possibilities within each of the three categories.

1. **Teaching and Advising:** This area includes such examples of achievement as:
  - command of disciplinary knowledge and methodology;
  - classroom performance as demonstrated by student evaluations and peer observations;
  - advising load and quality of academic advising;
  - contributions to curricular development through the creation of new courses, minors, majors, certificate programs, or graduate programs;
  - development and delivery of off-campus programs and of distance education courses (e-courses);
  - redevelopment of existing courses;
  - development of teaching materials for use by other instructors and/or in settings beyond the classroom;
  - thesis and/or dissertation direction; service on thesis and/or dissertation committees;
  - teaching Independent Study courses;
  - serving as a guest lecturer or invited speaker in classes taught by other faculty members;
  - writing-across-the-curriculum (WAC) certification;
  - notable professional recognition as a teacher and/or advisor, including college, university, state, or national teaching or advising awards.
  
2. **Scholarly and/or Creative Activities:** This category represents original intellectual work that is communicated/disseminated to a larger audience and the significance of which is validated by professional peers. Scholarship may take many forms including, but not limited to: (a) research contributing to a body of knowledge; (b) creative expression and/or interpretation in the arts; (c) integration of knowledge that leads to new interpretations or applications; or (d) development of new instructional technology, materials or methods. Thus, the College of Liberal Arts recognizes an expansive vision of scholarship based upon Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate*, which argues for the following types of scholarship:
  - the scholarship of discovery—"traditional" research that generates knowledge;
  - the scholarship of integration—connecting knowledge and discovery into larger patterns often transcending disciplinary boundaries;
  - the scholarship of application—the rigorous application of academic expertise to problems that affect individuals, institutions, and society;
  - the scholarship of teaching—the rigorous application of academic expertise to problems of teaching and to the application of solutions beyond one's own classroom.

This area includes such examples of achievement as:

- publications;
- scholarly presentations;
- creative presentations/performances;
- grants and contracts;

- applied disciplinary research;
- notable professional recognition in one’s major area(s) for scholarship and/or creative activities;
- serving as the editor of a discipline-respected journal in which the editor’s primary role is editorial review and manuscript selection;
- college, university, state, or national awards for scholarly and/or creative activities.

3. **Service to the University:** This area includes such examples of achievement as:

- contributions within a department, the College of Liberal Arts, or the University;
- contributions to official student organizations or other university-related organizations;
- other work on behalf of the student body, faculty, staff, or administration of the University;
- College of Liberal Arts or University awards for service.

4. **Service to the Community:** Service to the Community **must** be “professionally related” and is distinct from other service activities generally associated with “citizenship” (*Greenbook*). This area includes such examples of achievement as:

- talks, lectures, workshops, presentations, or performances for community groups or organizations;
- providing professionally related training sessions to community groups;
- serving on professionally related community committees;
- service on a compensated or pro bono basis to government, educational, business or civic organizations, or to the public;
- involvement as an official representative of the University or units thereof in activities of government or of educational, business, or civic organizations;
- local, state, regional, or national awards for professionally related community service.

5. **Professional Service:** This area includes such examples of achievement as:

- serving as the editor of a discipline-respected journal in which the editor’s primary role does not involve significant editorial review;
- serving on the editorial board of a discipline-respected journal;
- serving as an officer in a discipline-respected regional or national professional organization;
- serving on accreditation visitations and other external evaluation teams;
- serving as the Program Chair or Conference Coordinator for major regional or national professional organizations;
- notable professional recognition in one’s discipline for service to an organization or group;
- state, regional, or national awards for professional service.

## **EVALUATIVE CRITERIA:**

### **I. TEACHING and ADVISING**

The College of Liberal Arts accepts the *Greenbook* guideline that “teaching is subject to evaluations by students and peers” and that peers “may visit a class or classes, or examine and evaluate course materials such as syllabi, textbooks, and examinations.” The information provided by the candidate on Teaching and Advising should be representative enough that the key dimensions of the candidate’s responsibilities and achievements are made clear. Specifically, the College of Liberal Arts **requires** that candidates for tenure and/or promotion provide:

(1). **the computer-generated overall summaries of student evaluations** for each semester that the candidate has taught during the appropriate period. The candidate should note any trends, changes, issues, and strengths and weaknesses with regard to the student evaluations.

(2). **peer evaluation letters** from professional colleagues that may describe visits to the candidate’s classes and/or the colleagues’ evaluations of the candidate’s teaching via assessment of teaching materials, accomplishments, student evaluations (if agreed to by the candidate), or other means. The professional colleagues may be from the candidate’s department or a related discipline or field. An application for tenure **must** include a minimum of a two visit letters per year by at least two different colleagues. An application for promotion **must** include a minimum of three visit letters within the relevant period.

(3). **sample syllabi** for undergraduate and/or graduate courses as appropriate.

(4). **documentation of related activities** such as teaching and/or advising awards or honors, professional recognition for teaching; the design and development of new courses or degree programs; thesis or dissertation direction; thesis or dissertation committee membership; advising of undergraduate and or/graduate students; or teaching development workshops.

**NOTE: Optional** items for the category of Teaching and Advising include:

- 1). the candidate’s **Statement of Teaching and/or Advising Philosophy**;
- 2). **visual recording(s)** of the candidate’s classroom teaching;

## **II. SCHOLARLY AND/OR CREATIVE ACTIVITIES**

- Candidates seeking Promotion **must** include only those materials that represent achievements in the time period since the candidate was last promoted or tenured, as appropriate.
- Candidates for Tenure and/or Promotion to Associate Professor **must** provide evidence of Scholarly and/or Creative Activities. That record **must** include evidence of publication.
- Candidates for Promotion to full Professor **must** provide evidence of an ongoing record of Scholarly and/or Creative Activities. That record **must** include evidence of publication.
- For publications, scholarly presentations, and creative presentations/performances, the *Greenbook* evaluative criteria of “number, quality, and importance” **will** apply. It

is the candidate's responsibility to provide information or evidence to demonstrate that these evaluative criteria have been met.

- For relevant disciplines within the humanities and social sciences, applied research is also considered within the categories of Publications and Presentations. The candidate and/or the candidate's department **must** provide information on what constitutes applied research in the discipline and how the candidate's applied research meets those criteria. The candidate and/or department should clearly indicate how the applied research differs from similar activities defined within the category of Service to the Community and thus why/how these activities should be considered as research and not service.
- **NOTE:** A higher level of scholarly activity and/or creative achievements will be expected from those candidates who have had reassigned time and/or research grants for scholarship. Information on such reassigned time and/or research grants **must** be provided as part of the candidate's application.

### **PUBLICATIONS:**

- Publications in Category One or Category Two **must** be published or accepted for publication in peer-reviewed and/or discipline-respected venues. **NOTE:** Publications may include electronic journals and multimedia items such as CD-ROMS or videos in addition to print formats; the requirements of significant contributions in peer-reviewed and/or discipline-respected venues will still apply. **NOTE:** Only items published or accepted for publication should be included in this category; items submitted for publication, under review at journals or presses, or in the process of being completed are "Works in Progress" and **must** be designated as such.
- The concepts of "peer-reviewed" and "discipline-respected" may be demonstrated in a number of ways beyond the traditional method of editorial review, including but not limited to pre- and post-publication commentaries/reviews by experts in the candidate's discipline; information on the significance of the publication venue to the candidate's discipline; and citations of or references to the item(s) by other scholars or practitioners in the discipline.
- It is the candidate's responsibility to provide information on the journals, presses, or other publication venues to indicate that they conform to these requirements in terms of peer-reviewed and/or discipline-respected venues. Departmental evaluation of the stature of journals, presses, or other publication venues may be included as part of the candidate's statement.
- Publications and applied research in **both** Category One and Category Two **must** be related to the candidate's major field(s) of expertise; interdisciplinary work will be considered as well. It is the candidate's responsibility to provide evidence to support the relevance of a publication to the candidate's major field(s) of expertise or to interdisciplinary work, should a question arise.

**NOTE:** Candidates who wish to claim Exemplary performance in Publications as an area within Scholarly and/or Creative Activities **must** provide evidence of achievements from **Category One**. Candidates who wish to claim Professional performance may provide evidence of achievements from **Category Two**.

**Category One:** This category includes such examples of achievement as:

- books or monographs of original scholarship or creative expression published by peer-reviewed and/or discipline-respected presses;
- books of secondary scholarship in support of original scholarship or creative expression (such as edited collections, anthologies, bibliographies, translations) published by peer-reviewed and/or discipline-respected presses;
- textbooks or multimedia items published with peer-reviewed and/or discipline-respected academic or commercial presses/venues;
- articles, essays, chapters, or creative works in journals or edited collections published in peer-reviewed and/or discipline-respected venues;
- serving as the editor of a discipline-respected journal in which the editor's primary role is editorial review and manuscript selection;
- securing major grants or contracts from state, regional, or national government agencies, businesses, or foundations;
- publications in peer-reviewed or refereed conference proceedings;
- book review essays in peer-reviewed and/or discipline respected venues.

**Category Two:** This category includes such examples of achievement as:

- workbooks, instructor's manuals, or test banks published with discipline-respected academic or commercial presses;
- articles, essays, or creative works published in non-refereed journals;
- articles, essays, or creative works published in non-refereed conference proceedings;
- book reviews in refereed or non-refereed venues;
- book manuscript reviews for publishing companies;
- securing small to mid-range grants from Marshall University or from state and local agencies, community groups, or foundations;

**PRESENTATIONS and OTHER SCHOLARLY/CREATIVE ACTIVITIES:**

- Presentations in Category One **and** Category Two **and** scholarly/creative activities in Category Three **must** be related to the candidate's major field(s) of expertise; interdisciplinary works will be considered as well. It is the candidate's responsibility to provide evidence to support the relevance of presentations in Category One or Two and of other scholarly/creative activities in Category Three to the candidate's major field(s) of expertise or to interdisciplinary work, should a question arise.
- **NOTE:** Candidates who wish to claim Exemplary performance in Scholarly and/or Creative Activities for the area of Presentations and Other Scholarly/Creative Activities **must** provide evidence of achievements from **Category One**. Candidates who wish to claim Professional performance may provide evidence of achievements from **Category Two and/or Category Three**.

**Category One:** this category includes such examples of achievement as:

- serving as an invited keynote or highlight speaker at a major conference in the candidate's field(s) of expertise;
- juried presentations at international, national or major regional conferences;
- creative presentations/performances at major venues in the candidate's field(s) of expertise;
- poster presentations at juried conferences.

**Category Two:** This category includes such examples of achievement as:

- non-juried presentations at regional, state, or local conferences or meetings;
- poster presentations at non-juried or conferences;
- serving as a session or workshop chair or as a commentator at a juried or non-juried conference;
- creative presentations/performances at local venues in the candidate's field(s) of expertise.

**Category Three (Other Scholarly/Creative Activities):** this category includes such examples of achievements as:

- serving as a referee/reviewer for academic journals, granting agencies, and/or conferences;
- serving as a consultant for state or regional research projects;
- contract research for businesses or organizations;
- reports developed from field and/or laboratory work;
- reports submitted to contracting authorities or as a consultant to a community group or local business.

### **III. SERVICE:**

For purposes of Tenure and/or Promotion, the College of Liberal Arts recognizes three areas of Service: **University Service, Community Service, and Professional Service.** The College of Liberal Arts recognizes that different service roles may carry with them greater responsibilities and more extensive time requirements. Thus, it will be the responsibility of the candidate to provide information on the candidate's service roles and responsibilities—essentially the candidate's achievements—within any or all of these three areas. **NOTE:** Candidates should know that a higher level of service activity and achievement will be expected from those candidates who have had reassigned time for service roles and responsibilities.

For all three areas of Service, the scope, extent, and significance of the service, as well as its impact upon the University, the candidate's profession, or the community, will be important factors in the assessment of the quality and importance of the service, and thus as to whether the service meets the evaluative criteria for Exemplary or for Professional performance. Thus, candidates should provide supporting evidence for their service roles and responsibilities within each of the following categories. [See "Procedures" for additional information.]

**University Service** represents administrative duties, committee service, or individual activities within a department, the College of Liberal Arts, or the University as a whole. University Service may include such achievements as: (1) contributions to official student organizations or other university-related organizations; (2) other work on behalf of the student body, faculty, staff, or administration of the University; and (3) College of Liberal Arts or University awards for service.

**Service to the Community** represents service on a compensated or pro bono basis to government, educational, business, or civic organizations, or to the public. The College of Liberal Arts follows the *Greenbook* policy that states Service to the Community **must** be "professionally related work done for community groups and agencies that is based

upon faculty members' professional areas of expertise." Further, the College of Liberal Arts follows the *Greenbook* distinction that Service to the Community "does **not** include activities more typically tied to citizenship" such as serving as a poll watcher, volunteering to help at a food bank, church committee work, or serving as an officer in a church group. Also, church, social club, or hobby club activities will not be considered as relevant service for this category. Consequently, service to organizations other than those reasonably associated with professional activities shall **not** be considered as Service to the Community. In terms of evaluation, the scope, significance, and impact of the Service the candidate undertakes will be of paramount importance in the assessment of the quality and importance of the Service to the Community. [See "Procedures" for additional information.]

**Professional Service** represents service to the candidate's discipline through appropriate regionally or nationally recognized professional associations or societies. In terms of evaluation, the scope, significance, and impact of the Service the candidate undertakes will be of paramount importance in the assessment of the quality and importance of the Professional Service and its impact upon and value to the candidate's discipline. [See "Procedures" for additional information]. The candidate should provide (a) information on the roles and responsibilities associated with the candidate's professional service, including the dates for the periods of service; (b) a summary of professional service activities and service load information; and (c) peer evaluations of the quality as well as of the quantity of professional service.

**Approved by Vote of College of Liberal Arts Faculty, October 2005**