

**Tenure and Promotion Guidelines**

**Department of Criminology**

**College of Behavioral and Community Sciences**

**Effective Date July 14, 2016**

**See Approval History at End of Document**

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## **I. Philosophy and Principles of the Department of Criminology**

In developing appropriate criteria for tenure and promotion decisions the Department has considered the goals it desires to attain in building our department as well as the college and university guidelines, policies, and strategic priorities. These goals are as follows:

1. To create a community of scholars whose members are, and are recognized to be, among the leaders in their chosen areas of research. We expect our colleagues to make significant, excellent scholarly contributions that transform and shape the areas of scholarship in which they work.
2. Building a department with a reputation for excellent and stimulating teaching at both the graduate and undergraduate levels.
3. Creating a stimulating environment for faculty, staff, and students necessary for professional growth.
4. Serving professional, university, and community needs that criminologists are uniquely qualified to meet.

Keeping these goals in mind, the sections that follow examine the department's criteria for (II) Tenure and Promotion to Associate Professor; (III) Promotion from Associate to Full Professor; and (IV) The Tenure and Promotion Checklist.

## **II. Criteria for Tenure and Promotion to Associate Professor\***

The granting of tenure is not solely a reward for past achievement; it is also a prediction of future performance. Tenure will be recommended by the department if, and only if, in the judgment of the department, the candidate will continue to be one of the leading scholars in Criminology, a first-rate teacher, and a good citizen of the department, college, and university.

Each individual tenure decision is made independently from prior tenure decisions, and should not be impacted by the outcome of prior tenure cases. Candidates are evaluated entirely on the merits of their own professional achievements, and tenure is awarded whenever we are confident we can predict that an individual's career in future decades will be consistent with the department's goals. In addition to meeting the standards listed below related to criterion areas (scholarship, teaching, and service), a candidate must be adjudged to be contributing to the mission and goals of the department and to be able and willing to work cooperatively with colleagues in our unit.

### **III. A. Criterion Areas**

When a faculty member is considered for tenure and promotion in this department, we review his or her contributions in three major areas:

- a. Scholarship in the candidate's area(s) of specialization,
- b. Teaching,
- c. Service.

A favorable decision requires clear and compelling evidence of the candidate's contributions, impact, and recognition in each of these areas. In addition, this evidence must be documented and verifiable to support a recommendation for tenure and promotion. The content of materials that bear on determining if there is "clear and compelling" evidence for tenure is described in the sections that follow. Among the various forms of evidence a candidate for tenure must present, scholarship is weighted most heavily in an effort to promote the department's desire to be ranked among the most productive criminology and criminal justice Ph.D. programs.

## **II. A. 1. Scholarship**

For a person to be recommended for tenure and promoted from Assistant Professor to Associate Professor in this department, the candidate's published work will provide evidence that he or she is already becoming a leading scholar in their area(s) of specialization, with the expectation that he or she will indeed become a leading scholar in the field in future years.

The candidate's published work represents the first order of evidence about his or her scholarly contributions. Excellence in research is manifested by the quality and coherence of a sustained commitment to a line of research, its scientific soundness and significance, its creativity, and the impact of the work on the field. The quantity of scholarship reported must be interpreted in the context of the nature and scope of the work.

**Quality and Impact of Research.** We consider a number of sources of information regarding the overall quality and impact of the candidate's scholarly work. Chief among these are: (1) letters from external scholars regarding the applicant's impact and recognition in the field; (2) publication quantity and quality; (3), grants and contract applications and awards; (4) conference presentations at prestigious meetings and invited presentations;(5) appointments to study panels and task forces; (6) election to offices in and other service to professional societies; (7) external reviews of the candidate's work including scholarly awards and honors; (8) quality and significance of journals, series, and presses; (9), citations in major systematic reviews and books; (10) published work by other investigators that explicitly traces itself to the applicant's publications and ideas; and (11) citation counts, impact factors, and other objective indicators of scholarly impact.

## **II. A. 2. Teaching**

The second area of contribution which is to be assessed is teaching. We will assess the documented quality and impact of graduate and undergraduate, both in and outside of the classroom in various formats to include traditional, online, and hybrid courses. In evaluating the candidate's teaching, we consider evidence regarding: (1) the quality of classroom teaching (including syllabi, student ratings, and other evidence such as peer observations); (2) ,use of

emerging technologies and media; (3) the degree to which students are attracted to work with the candidate; (4) thesis (both graduate and undergraduate) and dissertation direction and committee activity; (5) contributions to the educational programs of the department (e.g., new or revised courses or course materials); (6) efforts to improve teaching; (7) supervision of graduate and teaching assistants; (8) teaching-related publications; (9) teaching workshops given; and (10) instructional grants awarded. We are also concerned with the extent to which the applicant has demonstrated a sustained commitment to teaching and fulfills teaching obligations cooperatively and collegially.

Indices of teaching impact may also include: directed students accepted into graduate programs; students gaining employment in the field; students winning awards and honors; student publications; and other successes of current or former students. Various measures of student learning and life change is acceptable (e.g., demonstrable student learning outcomes, acceptance into graduate programs, employment, publications with students, etc.).

## **II. A. 3. Service**

Service includes positive contributions to the department and programs within it, to the college, to the university and the campus, to the profession, and to the community. We expect routine participation in service to the profession and to the department.

The following will be assessed in evaluating service: (1) participation in department, college, and university committees; (2) editorships of various sorts; (3) reviewing for publications and granting agencies; (4) holding offices in professional organizations; (5), external review of tenure and promotion applications for other institutions; and (6) activities related to criminology in the community such as consulting with community agencies, media interviews, and public lectures relevant to the discipline. Evidence of service impact must address involvement in important policy decisions, administrative responsibility, and particularly effective outcomes.

### **III. Criteria for Promotion from Associate to Full Professor\***

To be promoted from Associate Professor to Full Professor in this department, it is expected that a faculty member is already a leading scholar in their area(s) of specialization at the national or international level, that he or she has established a record of excellence in both teaching and scholarly research, and that he or she has a record of substantial contributions in service to the profession, university, and community, where appropriate. The indicators of excellence used to assess the viability of tenure applications are used for promotion to Full Professor, but with higher levels of expectations.

\* The Department has developed a separate document for tenure and promotion to Associate Professor and for promotion in rank from Associate Professor to Full Professor. This document, attached, details the measurement and assessment of the various criteria necessary in the areas of scholarship, teaching, and service.

APPROVED: Dec. 5, 2014

#### **IV. Tenure & Promotion Criteria Checklist**

Based on the criteria noted above and in related documents cited above, this section presents an outline of evidence required and preferred for Tenure and Promotion to Associate Professor and Promotion to Full Professor.



**I. Research**

**A. Required Evidence:**

	<u>Tenure/Associate</u>	<u>Full</u>
1. Articles (or equivalent) /year	2	2
2. Continuous record of scholarship	√	√
3. Clear program(s) of research	√	√
4. High impact publications	√	√
5. Sole/lead authorships	√	√
6. Conference Participation	√	√
7. External Reviews, Journals	√	√
8. Editorial Board Membership	x	√
9. Grant/Contract Applications	√	√
10. Citation Count	√	√
11. External References	√	√

**B. Preferred/Additional Evidence that may be submitted and considered:**

12. Publications with students
13. Presentations with students
14. Invited Presentations/Speeches
15. Community-Engaged Scholarship
16. Global/Comparative Research
17. Interdisciplinary Research
18. Research Awards/Honors
19. Grant Reviews
20. Book Reviews published
21. Encyclopedia Entries
22. Forwards/afterwards in Monographs
23. Study Panels/Task Forces
24. Work Cited in Systematic Reviews
25. Work as the basis for other researchers' work
26. Other evidence of impact of one's work

**Indicator Explanation**

- 1. Articles/equivalent.** According to data from the 2014 Annual Report of the Association for Doctoral Programs in Criminology and Criminal Justice (ADPCCJ), the average faculty member at a Ph.D. program produces approximately 1.7 articles per year. Since it is the objective of the department to be among the top programs, the annual average number of publications should be higher than the national mean. Here, we expect that during their pre-tenure period, faculty produce an average of 2 articles or their equivalent annually. For those who have earned tenure, we expect these faculty members to produce on average 2 articles or their equivalent annually for at least the five years preceding applying for promotion to full Professor. There is some need to address general expectations concerning *article equivalents*. For example, an edited book of reprints is equivalent to an article; an edited book of original work is equivalent to 1.5 articles; a scholarly book or monograph is equivalent to 4 articles; a final grant report is equivalent to an article; a grant proposal is equivalent to an article; an accepted federal/state grant is equivalent to 2 articles; book chapters are the equivalent of 0.75 articles. Book reviews, encyclopedia entries, etc. are given some minor credit here, but the publication evidence for promotion or tenure cannot be comprised primarily of this type of publication.
- 2. Continuous Record of Scholarship.** Candidates for promotion to Associate Professor and Full Professor are expected to be continuously productive scholars. This requires demonstrable evidence of research productivity in one form or another each year.
- 3. Clear Program(s) of Research.** Candidates for promotion to Associate Professor are expected to demonstrate clear evidence of at least one *developing* programmatic area of research; candidate for promotion to Full Professor must demonstrate clear evidence of at least one *established* programmatic area of research.
- 4. High Impact Publications.** A significant proportion of the body of published research produced by a candidate for promotion to Associate Professor should appear in high- impact publications; an even greater proportion of the body of published research produced by a candidate for promotion to Full Professor should appear in high impact publications. Candidates for promotion are expected to produce evidence that they are publishing in journals with relatively high impact factors.
- 5. Sole/Lead Authorships.** A candidate for promotion to Associate Professor should be the sole or lead senior author on a significant proportion of their body of published research; a candidate for promotion to Full Professor should be the sole or lead author on an even greater proportion of their body of published research.
- 6. Conference Participation.** Candidates for promotion to Associate Professor and Full Professor are expected to have authored/coauthored about 1 conference paper/poster per year. In addition, candidates for Full Professor should demonstrate additional conference participation such as participation in a conference at the level of organization of the scope of a conference and its content.
- 7. External Reviews for Journals.** Professors at all levels are identified as having made a relevant contribution to their scholarly reputation by being asked to serve as external reviewers.
- 8. Editorial Boards.** Given their standing in the field, candidates for Full Professor are expected to show evidence that they have either served on a journal or book series editorial board, or as an editor of a journal (this does not include guest editorships).

- 9. Grant/Contract Applications.** Consistent with University expectations, candidate for tenure and promotion, regardless of rank, are expected to show evidence of efforts to apply for grants or contracts. For non-tenured faculty, this may include, but should not be limited to, evidence of participating in grant writing workshops.
- 10. Citation Counts.** Candidates for tenure and promotion to all ranks should provide evidence of their citation counts, and any other “bibliometric” indicators of the impact of their scholarly works.
- 11. External References.** For tenure/promotion to Associate Professor, external letters should show evidence that the candidate has contributed to knowledge in their specialty area(s) and, in the opinion of the reviewers, has the potential to continue to contribute to the production of knowledge. For Full professors, additional evidence of national or international recognition in an area of research is required.
- 12. Publications with students.** Because it is an objective of the department to be among the top doctoral programs in the discipline, it is imperative that our students be actively involved in the entire research process, including the publication process. As such, it is preferred that candidates for promotion in rank to either Associate or Full Professor demonstrate their ability to involve their students in this process.
- 13. Presentations with students.** As with the above, it is also imperative that our students be actively involved at one or more of our national or regional professional associations by presenting their research at annual meetings of these professional associations. As such, it is preferred that candidates for promotion in rank to either Associate or Full Professor demonstrate their ability to involve students in this process.
- 14. Invited Presentations/Speeches.** A sign of one’s visibility and impact within the discipline is the extent to which she/he is invited to give speeches/presentations before selected local, regional, state, national, or international audiences. Candidates for promotion to either Associate or Full Professor are encouraged to accept such offers when they can.
- 15. Community-Engaged Scholarship.** A strategic priority for the University of South Florida is to retain its national prominence as a “Community Engaged” institution. As such, faculty at all ranks are strongly encouraged to participate with local, regional, state, national, or international community partners in their research and scholarship.
- 16. Global/Comparative Research.** Another strategic priority for the University of South Florida is to participate in research and scholarship at an international or global-level or in ways that have a demonstrable international/global impact. As such, faculty at every rank are strongly encouraged to participate in international/global research.
- 17. Interdisciplinary Research.** While criminology is an inherently interdisciplinary endeavor, faculty at every rank are encouraged to partner with colleagues from other units in their research and scholarship.
- 18. Research Awards/Honors.** Powerful indicators of the impact of one’s research and scholarship are any honorific awards, citations, or distinctions it has garnered from lay or professional audiences either for the body of work as a whole or for individual pieces of it (e.g., outstanding/best paper, article, book awards).
- 19. Grant Reviews.** Another powerful indicator of the impact of one’s research and scholarship are opportunities to serve on grant proposal review boards for various funding organizations. Faculty of

every rank are strongly encouraged to accept opportunities to participate in such an activity whenever they can.

- 20. Book Reviews published.** Published book reviews provide an important service to the discipline. Candidates for promotion in rank are requested to provide evidence of any of these they have written.
- 21. Encyclopedia Entries.** Published encyclopedia entries provide another important service to the discipline. Candidates for promotion in rank are requested to provide evidence of any of these they have written.
- 22. Forwards/afterwards in Monographs.** Published forwards and afterwards also provide an important service to the discipline. Candidates for promotion in rank are requested to provide evidence of any of these they have written.
- 23. Appointments to Study Panels/Task Forces.** A significant indicator of one's impact on their discipline is the opportunity to participate on select study panels and/or task forces. Faculty of all ranks are strongly encouraged to accept such invitations if they can.
- 24. Work Cited in Systematic Reviews.** When other scholars in the discipline publish a major systematic review of the research literature in an area of study that cites the work of a candidate for promotion, it is a strong indicator of the impact of the candidate's scholarly work.
- 25. Work as the basis for other researchers' work.** Another indicator of the impact of a promotion candidate's scholarly work is evident when the work of other scholar(s) explicitly traces itself to the applicant's research.
- 26. Other evidence of impact of one's work.** Applicants for promotion in rank to either Associate Professor or Full Professor are encouraged to submit any other evidence of their scholarly productivity and/or its impact.

## II. Teaching

### A. Required

	<u>Tenure/Associate</u>	<u>Full</u>
27. Courses Taught	x	√
28. Student Evaluations of Teaching	√	√
29. Peer Evaluation of Teaching	√	x
30. Graduate Student Committee Memberships	√	√
31. Directing M.A. Thesis	x	√
32. Directing Ph.D. Diss.	x	√
33. Successfully direct student research	√	√
34. Publications with Students	x	√
35. Presentations with Students	x	√

### B. Preferred/Additional Evidence that may be submitted and considered:

- 36. Number and Variety of Sections Taught
- 37. Course Preparation
- 38. Teaching Awards/Honors
- 39. Directing Honors Thesis
- 40. Completed MA Students
- 41. Completed Ph.D. students
- 42. Grade Distributions
- 43. Publications on teaching
- 44. Service Learning
- 45. Textbooks
- 46. Participation in Teaching Enhancement  
Programs/Courses/Workshops
- 47. Developed New Course
- 48. Appointment to Teaching Committees  
at University, State, or National Levels
- 49. Supervision Instructional GAs
- 50. Innovative Teaching Methods
- 51. New Technologies Employed
- 52. Instruction in Large Courses
- 53. Other Evidence of Contributions/Effectiveness in Teaching

### Indicator Explanation

- 27. Courses Taught.** Candidates for promotion in rank to Associate Professor should provide evidence that they have taught a required course. Candidates for promotion in rank to Full Professor should provide evidence of their teaching graduate courses.
- 28. Student Evaluation of Teaching.** Candidates for promotion in rank to either Associate Professor or Full Professor are expected to be effective classroom teachers. One measure of teaching effectiveness is average student rating for each section taught. On average, student evaluations of the candidate's teaching should be approximately at or above the college average for equivalent courses. Moreover, student comments should at least parallel these quantitative ratings.
- 29. Peer Evaluation of Teaching.** Candidates for promotion in rank to Associate Professor are required to have the department Chair or Associate Chair visit their classroom at least once prior to their Mid-tenure Review and at least once again after the Mid-tenure Review but prior to their application for tenure. These peer observers, in turn, are required to provide the candidate with a written peer evaluation identifying various strengths and weaknesses and offering suggestions for improvement. These written peer evaluations constitute additional evidence of teaching effectiveness. Tenured faculty members are encouraged to make similar invitations for peer evaluation of their teaching, although such peer evaluations are not required.
- 30. Graduate Student Committee Memberships.** All tenure-line faculty members are expected to be actively involved in M.A. thesis and Ph. D. dissertation committee membership.
- 31. Direct M.A.** Candidates for promotion in rank to Full Professor are expected to be actively involved in the direction of M.A. thesis research.
- 32. Direct Ph.D.** Candidates for promotion in rank to Full Professor are expected to be actively involved in the direction of Ph. D. dissertation research.
- 33. Successfully direct student research.** Tenure-line faculty members at all ranks are expected to provide evidence of successful direction of student research (undergraduate, Masters, or doctoral) to completion. This may be in the form of a successfully defended Honor's thesis, M.A. thesis, Ph. D dissertation, or publishable manuscript.
- 34. Publications with Students.** It is highly desired that faculty members at all ranks actively include and participate with students, especially graduate students, in some research activities that lead to the development of publishable manuscripts. Evidence of successful publishing with students is required for those seeking to apply for promotion in rank to full Professor
- 35. Presentations with Students.** It is highly desired that faculty members at all ranks actively include and participate with students, especially graduate students, in some research activities that lead to the development of manuscripts/posters presented at the annual meetings of professional associations. Evidence of presenting manuscripts/posters with students at the annual meeting of professional organizations is required for those seeking to apply for promotion in rank to Full Professor
- 36. Number and Variety of Sections Taught.** It is especially desirable for candidates seeking promotion in rank to either Associate or Full Professor to demonstrate that she/he has taught a variety of courses across the curriculum (the number and variety of sections taught should be consistent with their assignment of duties and appropriate for their rank). This diversity of teaching could include

undergraduate, Masters, and doctoral levels; large and small enrollments; required and elective courses; classroom, web-based, and/or hybrid formats, etc.

- 37. Course Preparation.** Candidates for promotion in rank to Associate Professor or Full Professor should provide direct evidence of the extent to which they have actively prepared new courses or revised/updated courses they have previously taught. This would include courses converted from classroom delivery to web-based or hybrid formats.
- 38. Directing Honors Thesis.** Candidates for promotion in rank to Full Professor are encouraged to be actively involved in the direction of undergraduate Honors thesis research.
- 39. Teaching Awards/Honors.** A highly desirable indicator of the impact of one's teaching are any honorific awards, citations, or distinctions garnered from lay or professional audiences.
- 40. Completed MA Students.** Candidates seeking promotion in rank to Full Professor are expected to demonstrate that they have directed at least one M.A. thesis through a successful defense. While not required of those candidates seeking promotion in rank to Associate Professor, the successful direction of an M.A. thesis is very desirable.
- 41. Completed Ph.D. students.** Candidates seeking promotion in rank to full Professor are expected to demonstrate that they have directed at least one doctoral dissertation through a successful defense. Tenure-earning Assistant Professors are discouraged from pursuing this activity.
- 42. Grade Distributions.** The Department of Criminology in no way seeks to interfere with the academic freedom of its faculty members. However, consistent evidence of especially lenient or harsh grade distributions is a cause for concern.
- 43. Publications on teaching.** An important contribution to the discipline and a strong indicator of one's impact on teaching is any publication on pedagogy. Such publications would include peer-reviewed articles on teaching.
- 44. Service Learning.** Community engagement is an important strategic priority at the University of South Florida. Demonstrable evidence of service learning activities in which students enrolled in a course are actively involved in a project with a community partner is highly valued.
- 45. Textbooks.** An important contribution to the discipline and another strong indicator of one's impact on teaching is the publication of a textbook or edited reader (i.e., collections of previously published works). Of lesser significance, though still valued, is the production/publication of test banks, study guides, and/or other pedagogic materials made available to the discipline.
- 46. Participation in Teaching Enhancement Programs/Courses/Workshops.** Candidates seeking promotion in rank to either Associate Professor or full Professor are encouraged to demonstrate efforts to either enhance their own teaching effectiveness or the teaching effectiveness of others through their participation in teaching enhancement workshop, etc.
- 47. Developed New Course.** A particularly valuable contribution to the instructional enterprise of the department, college, and university is the development of new courses.
- 48. Appointment to Teaching Committees at University, State, or National Levels.** Another indicator of one's contribution to teaching is an appointment to a departmental, college, university, state-wide, or national-level committee/panel on teaching.
- 49. Supervision Instructional GAs.** One of the required elements of graduate education is the preparation of graduate students for their role as an instructor of record. A primary component to

this process is the supervision of instructional G.A.s/T.A.s. Candidates for promotion in rank should demonstrate the extent to which they have contributed to this effort.

- 50. Innovative Teaching Methods.** Truly innovate teaching methodologies can help improve teaching effectiveness, not just for the section in which the innovation was employed, but also as examples to other faculty for their consideration. Candidates for promotion in rank should provide evidence of any innovations they may have adopted as well as any evidence that established their effectiveness.
- 51. New Technologies Employed.** A form of innovative teaching methodologies includes efforts to employ new technologies in the classroom. These are given special recognition here due to the resource and other institutional commitments provided to encourage faculty to adopt them. Candidates for promotion in rank should provide evidence of any new technologies they may have adopted as well as any evidence that established their teaching effectiveness.
- 52. Instruction in Large Courses.** A relatively unique feature of the teaching environment in the Department of Criminology is the combination of multiple graduate and undergraduate programs with the very large number of undergraduate majors compared to the rather small size of the instructional capacity of the department's faculty. As such, those faculty members who agree to teach large enrollment sections are providing a necessary function to the overall teaching mission of the department. Candidates for promotion in rank who have taught large enrollment sections should document this contribution.
- 53. Other Evidence of Contributions/Effectiveness in Teaching.** Applicants for promotion in rank to either Associate Professor or full Professor are encouraged to submit any other evidence of their teaching performance/productivity and/or its impact.



### III. Service

#### A. Required

	<u>Associate/Tenure</u>	<u>Full</u>
54. Department Committee Membership	√	√
55. Department Committee, Chair	x	√
56. College/University Committee Member	x	√
57. External Manuscript Referee	√	√
58. Conference Program Service	x	√

#### B. Preferred/Additional Evidence that may be submitted and considered:

- 59. Editorial Board Membership/Editor
- 60. Officer and Other Service to Professional Organizations
- 61. Service to Community Organizations
- 62. Service to Government Agency
- 63. Service to Grant Agency
- 64. Administrative Position, Academic
- 65. Service to Student Organizations
- 66. Media Contributions
- 67. Participation in Graduation Ceremonies
- 68. College/University Committee Chair
- 69. Departmental Written Reports
- 70. Graduate Director
- 71. Associate Chair
- 72. Guest Editor
- 73. Talks given to community or professional groups
- 74. Other Evidence of Service

### Indicator Explanation

- 54. Department Committee Membership.** Shared faculty governance is an ideal to which the University of South Florida is dedicated to and faculty participation is required for faculty governance to be realized. As such, candidates for promotion in rank are expected to demonstrate the extent to which they have served on at least one departmental committee (standing or ad hoc) each academic year of their appointment.
- 55. Department Committee, Chair.** Likewise, candidates for promotion in rank to full Professor are also expected to demonstrate that they have served as the Chair of at least one departmental committee.
- 56. College/University Committee Member.** Faculty governance includes service activities to the college and/or university as well. Candidates for promotion in rank to full Professor are expected to demonstrate the extent to which they have served on at least one college- or university-level committee.
- 57. External Manuscript Referee.** Service to the discipline is also expected of all faculty members. Candidates for promotion in rank are expected to demonstrate the extent to which they have served the discipline through their activities as an ad hoc peer reviewer of manuscripts/monographs submitted for publication in scholarly journals /presses.
- 58. Conference Program Service.** Another form of professional service expected of tenured faculty takes the form of conference service (e.g., program manager, session organizer, session moderator, discussant, etc.). Candidates for promotion in rank to full Professor are expected to document the extent of such service.
- 59. Editorial Board Membership/Editor.** A particularly important professional service includes serving as an editor or member on the editorial board for a scholarly press or journal; likewise, service as an editor or member of the editorial board for a professional association newsletter is also laudable. Candidates for promotion in rank to full Professor are encouraged to demonstrate the extent to which they have served in any of these capacities.
- 60. Officer & Other Service to Professional Organizations.** A particularly important professional service includes serving as an officer for a professional organization. Other service to a professional organization (e.g., committee service) is also highly valued. Candidates for promotion in rank should provide any evidence of such professional service.
- 61. Service to Community Organizations.** Public service to local, regional, state, national, or international organizations is an important faculty contribution. Candidates for promotion in rank are encouraged to document any such voluntary public service.
- 62. Service to Government Agency.** Public service can also extend to faculty members' contribution to and participation in the activities of local, state, and national governmental agencies.
- 63. Service to Grant Agency.** Particularly honorific forms of professional service are those invitations to serve on proposal review panels for various funding agencies. Candidates for promotion in rank should provide evidence of any such activity.

- 64. Administrative Position, Academic.** Administrative appointments at the university, college, or departmental level constitute an exceptionally heavy service commitment. Those candidates for promotion in rank who have held such posts should document this service.
- 65. Service to Student Organizations.** Candidates for promotion in rank who have helped with various student organizations are encouraged to document this activity.
- 66. Media Contributions.** An important component of public service and are an effective way to enhance the department's visibility is through our contributions to the media. Candidates for promotion in rank are strongly encouraged to document such contributions.
- 67. Participation in Graduation Ceremonies.** Faculty participation in graduate ceremonies is very important to our students, their families, and to our administration. Candidates for promotion in rank are encouraged to document their participation in these important events.
- 68. College/University Committee Chair.** As previously stated, faculty governance includes service activities to the college and/or university. Candidates for promotion in rank who have chaired any college- or university-level committees should document such service.
- 69. Departmental Written Reports.** Authorship on reports to the university or college administration provides an important contribution to faculty governance. Candidates for promotion in rank who have contributed to any such reports are encouraged to document this activity.
- 70. Graduate Director.** Serving as the department's Graduate Director is a very important governance function. Candidates for promotion who have held such an appointment should document it.
- 71. Associate Chair.** Serving as the department's Associate Chair is a very important governance function. Candidates for promotion who have held such an appointment should document it.
- 72. Guest Editor.** An especially meaningful professional service activity is an invitation to serve as a guest editor for a special issue of a scholarly journal. This service work is also very time and labor intensive. Candidates for promotion in rank are requested to provide evidence of any of these invitations they have accepted.
- 73. Talks given to community or professional groups.** Talks and speeches given to community or professional groups provide another form of service important to the public. Candidates for promotion in rank are requested to provide evidence of any of these they have given.
- 74. Other Evidence of Service.** Applicants for promotion in rank to either Associate Professor or full Professor are encouraged to submit any other evidence of their public, professional, administrative, or university service.

**Approved by Department: March 20, 2015**

**Approved by Dean Serovich, April 16, 2015**

**Approved by Vice Provost Glover, July 14, 2015; Effective July 14, 2016**

