

SUMMARY OF COH CRITERIA FOR PROMOTION AND TENURE

Tenure and promotion in the College of Humanities are granted only to candidates who have demonstrated excellence in scholarship, teaching, and service/outreach in accordance with the expectations defined by the units in which they hold appointments. All tenure and promotion reviews should look at the totality of the candidate's scholarly, teaching, and service/outreach with emphasis on current trajectory.

General Considerations	Associate Professor	Professor
Scholarship		
<p>Excellent research should have a demonstrable impact on the area of study to which it contributes and should provide evidence of distinguished achievement as well as a presumption of future distinction. <i>Such research can include collaborative, integrative, and applied forms of scholarship and can involve scholarly collaborations with other faculty and universities, as well as business and community partners.</i></p>	<p>Appointment at this level requires (1) publication or acceptance for publication by a reputable publisher of at least one major scholarly or creative work as well as evidence of additional sustained scholarly or creative contributions, or (2) publication or acceptance for publication in respected venues of a substantial number of other scholarly and/or creative products.</p>	<p>Appointment at this level requires (1) publication or acceptance for publication by a reputable publisher of at least one major scholarly or creative work subsequent to appointment as an associate professor, plus evidence of additional sustained scholarly or creative contributions, or (2) publication or acceptance for publication in rigorously reviewed venues of a substantial number of scholarly and/or creative products.</p>
Teaching		
<p>Excellent teaching is marked by the instructor's ability to engage students in the learning process and by the rigor and scope of the courses taught; effectiveness is measured by student and peer evaluations of the instructor and the courses taught.</p>	<p>Candidates must present evidence of successful teaching appropriate to the unit's mission, including lower division, upper division, and graduate courses for units involved at these levels. They should be engaged in educating individual students at the highest level of their discipline and, when appropriate, should be directing master's and doctoral work. <i>All of this should be documented in a Teaching Portfolio submitted by each candidate, which should include all the applicable material in the current Provost's Guidelines for Teaching Portfolios.</i></p>	<p>Candidates must present evidence of continued high quality teaching and mentoring, in the classroom, in other learning environments, and through individual student contact, as appropriate to the unit's mission. This should include lower division, upper division, and graduate courses for units involved at these levels. They should be engaged in educating individual students at the highest level of their discipline. They should exercise leadership in developing curricula and in evaluating the teaching of other faculty. <i>All of this should be documented in a Teaching Portfolio submitted by each candidate, which should include all the applicable material in the current Provost's Guidelines for Teaching Portfolios.</i></p>
Service/Outreach		
<p>Excellent service is expected on various levels within the university community, departmental, collegial, and university-wide. Participation in professional organizations <i>and academic collaborations at university, local, national, and international levels</i> is also expected. Outreach engages the faculty in extramural community activities that are related to their professional expertise.</p>	<p>Candidates must (1) contribute to academic planning at the unit level and, perhaps, at the college and university levels, by effectively carrying out committee assignments; (2) participate in local, regional and national meetings, be active in professional societies, and participate in peer review processes; and (3) share their professional expertise with the public through outreach avenues such as local schools, <i>libraries, organizations, agencies, commissions, consulting work, or panels.</i></p>	<p>Candidates should (1) play leading roles in faculty governance, in mentoring junior faculty, and in establishing academic unit and college goals, objectives and performance standards; (2) participate in professional associations and in the review of journal articles, grants, and other proposals; (3) work with governmental and non-profit agencies that call upon their expertise; and (4) engage in a variety of outreach <i>to wider communities and organizations, as in presenting lectures and/or giving performances and by organizing events that further interest in the discipline.</i></p>