

University of Toledo
College of Arts and Letters
Elaborations for Faculty Evaluation
of Tenure and Promotion

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University of Toledo

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PREAMBLE

9 Tenure and promotion play a vital role in sustaining a functional university community where
10 students and faculty flourish and the university advances its mission to improve the human
11 condition for all members of society. These elaborations exist to promote the highest quality of
12 excellence at the University of Toledo. The College of Arts and Letters faculty and administration of
13 the University of Toledo endorse the following elaborations for faculty evaluation of tenure and
14 promotion.
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I. PRINCIPLES

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- **Relationship of these elaborations to Departmental elaborations.**¹ Departments and programs should use these College-level elaborations as a model for the composition of their Departmental elaborations, incorporating relevant descriptions and language from this document where appropriate. Departmental elaborations should reflect the overall values and norms in this college document, but they should also define their standards in greater detail. Individual unit elaborations may establish higher standards than those contained within, but they may not set lower standards than those stated here.
 - **Relationship to Collective Bargaining Agreement.** These elaborations are to be used to assist in developing elaborations for departments and colleges. The intent of this document is not to conflict with the Collective Bargaining Agreement but to provide definitions and a common baseline standard for evaluating tenure and promotion. In the instance where this document conflicts with the Collective Bargaining Agreement, the CBA shall prevail.
 - **Maintenance of the policy.** This document has been drafted by faculty and reviewed and endorsed by the Arts and Letters College Council. It will be housed in and administered by the Dean's office and is subject to the Dean's and Provost's approval. Modifications to this document will be in accord with the UToledo-AAUP Collective Bargaining Agreement.
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¹ The term elaborations in this document is used to define elaborations for bargaining unit faculty elaborations and/or faculty rules, regulations, and elaborations used for non-bargaining unit faculty.

38 II. METHODS OF EVALUATION

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40 A. Effectiveness in Academic Assignment

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42 Academic Assignment is the specific role given to a faculty member to support the educational
 43 mission of the University of Toledo. It is the primary but not the only consideration in evaluating a
 44 faculty member's performance and is the essential condition for continuation and advancement
 45 within the university. Evaluators must consider all of the three categories described in these
 46 elaborations—teaching, professional activity, and service—in relation to the candidate's academic
 47 assignment.

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49 B. Written Evaluations

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51 There are two types of written evaluations used in the tenure and promotion process at the
 52 University of Toledo: (1) letters of evaluation that come from a structured process of faculty review
 53 within the university and (2) letters of evaluation from peers specializing in the candidate's field at
 54 other institutions. Both forms are essential, and neither can be substituted for the other because they
 55 constitute related but, importantly, different perspectives on a candidate's work.

56

57 1. Internal Faculty Review

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- 59 ▪ **Definition.** Internal faculty review is an extensive evaluation process completed by faculty
 60 individuals, committees, and administrators at the candidate's home institution. It follows
 61 deadlines set by the Academic Personnel Calendar published by the Provost's office. This
 62 process dictates that untenured members are evaluated annually, and post-tenured candidates
 63 receive a review every five years. Only tenured Associate or Professors can participate in the
 64 formal evaluation process for Assistant Professors. In cases where Associate Professors seek
 65 promotion to Professor, faculty reviewers must be tenured. But reviewers' disciplinary
 66 expertise also matters, and some smaller departments and programs may occasionally need
 67 to craft a committee that combines disciplinary expertise and attained rank across different
 68 members in order for the committee to perform a comprehensive and fair review; this is not
 69 unusual in the College of Arts and Letters, where there are many smaller departments and
 70 also interdisciplinary programs. Such cases should occur only with prior written approval of
 71 the College of Arts and Letters Dean and the Provost when necessary, and the rationale
 72 should be documented in writing. In no case may a promotion or tenure application be
 73 assessed by less than three faculty members with appropriate rank and tenure status. See
 74 Departmental elaborations for additional information about individual unit expectations for
 75 internal faculty review.

76

- 77 ▪ **Process.** The following units participate in the faculty review process for promotion and
 78 tenure, with each unit giving due consideration to reviewing the recommendations and
 79 findings of all preceding units. Faculty within these units must strive to be objective in their
 80 professional judgment of colleagues. Each unit must make an independent, fair, and
 81 equitable recommendation and provide a written rationale for decisions. In judging a
 82 member's performance, each unit abides by the criteria in these college elaborations and all

83 approved departmental elaborations on those criteria. Prior to tenure, in the first and second
 84 probationary years only, the faculty member's performance will not be reviewed by the
 85 UCAP or the President unless the dean recommends non-renewal. In the third year, through
 86 the final tenure review, the candidate's dossier will be evaluated by all the units listed below:
 87

- 88 ○ Department Personnel Committee
- 89 ○ Department Chairperson
- 90 ○ College Committee on Academic Personnel or equivalent
- 91 ○ College Dean
- 92 ○ University Committee on Academic Personnel
- 93 ○ Provost
- 94 ○ President (excluding the first and second-year pre-tenure review unless the dean
 95 recommends non-renewal)

- 96
- 97 ■ **Purpose.** The purpose of regular faculty review at the University of Toledo is threefold: (1)
 98 to provide feedback to candidates about their development and progress in each of the three
 99 categories, (2) to provide mentoring regarding how best to advance both the candidate's goal
 100 of advancement in rank and tenure as well as the university's educational mission with
 101 respect to the candidate's academic assignment and (3) to document and substantiate
 102 recommendations for tenure and promotion. All selected faculty evaluators are familiar with
 103 the candidate's home institution, academic assignment, and mission, meaning they can
 104 evaluate the candidate with a valuable understanding of the shared context and culture. At
 105 the same time, the faculty review process includes evaluators well outside the candidate's
 106 home department and discipline and therefore subjects the candidate's performance to
 107 evaluation against broader professional standards. By facilitating and encouraging a high
 108 level of professional effectiveness, regular faculty review is essential to the maintenance and
 109 continual improvement of the quality and integrity of a university's faculty.
 110

111 2. External Reviews

- 112
- 113 ■ **Definition.** External reviews of a candidate's scholarly work (not teaching or service) are
 114 solicited for all tenure and promotion cases in a way that ensures the integrity of the
 115 evaluative process. An external review is an appraisal of a candidate's accomplishments and
 116 contributions to the field written by an evaluator specializing in the field at a peer institution
 117 or better (such as a Tier 1 Research Extensive University). The external reviewer is an expert
 118 in the candidate's discipline but does not have a relationship of any significance with the
 119 candidate, otherwise known as an "arm's length" evaluator. An arm's length evaluator may
 120 have met a candidate at a conference, for example, but will not have collaborated
 121 significantly with the candidate. For an arm's length review, letters must not be solicited
 122 from mentors, former professors, members of a candidate's dissertation committee, former
 123 students, co-authors or individuals with whom the candidate has collaborated professionally,
 124 or individuals with a personal relationship to the candidate. If the candidate's field is so
 125 narrow that external evaluators must be drawn from those with a close professional
 126 relationship, then the unit must include a justification that will appear in the candidate's
 127 dossier to explain the exception to this policy, and such exceptions should be rare. Colleges
 128 and departments will ask external reviewers to describe their relationship with the candidate.

129 All external reviewers should hold at least the rank for which the candidate is being
130 considered.

- 131
- 132 ▪ **Process.** The department chair asks the faculty candidate to suggest a list of potential
133 external reviewers, and the chair also creates a separate list of names independently. The
134 chair selects names from either list and solicits evaluations until the required number of
135 letters has been reached. Chairs must contact the evaluators directly, not via support staff,
136 and never through the faculty candidate, who should not solicit external letters.
137
 - 138 ▪ **Purpose.** External evaluations are required for all tenure and promotion cases, and the
139 relevant faculty committees use the letters to evaluate the candidate's performance,
140 particularly with respect to scholarship. External reviewers offer an outside perspective on a
141 candidate's effectiveness, providing a fair, objective, and independent assessment of the
142 candidate's work and/or professional standing within a broader context. External reviewers
143 place the candidate's work in relation to national or international standards, commenting on
144 how the candidate's scholarship contributes to key questions or issues in the field. They
145 typically discuss the quality of a candidate's publication(s) as well as the quality of a
146 candidate's publication venue(s) (including whether or not the candidate has published with
147 high-caliber journals or strong presses or whether a particular publication appeared in a high
148 caliber journal or a strong press). They may consider the relationship between the quantity
149 and quality of publications and usually offer an assessment of the candidate's conference
150 venues and any other public presentations of the candidate's work. They may also comment
151 on the candidate's potential for future scholarship. See Departmental elaborations for
152 additional information about the role of external evaluations.
153
 - 154 ▪ **Recommended number.** Candidates for tenure and promotion should present a minimum
155 of three letters of external evaluation.
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157 C. Evidence

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- 159 ▪ Candidates must provide evidence for their accomplishments consistent with university,
160 college, and departmental policies.

161 III. CATEGORIES OF EVALUATION

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163 A. Teaching

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165 1. Definition of Teaching

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167 ■ Teaching is defined as the occupation or work of a teacher. It is a complex and challenging
168 discipline that demands integrity and commitment.

169

170 ■ For tenure-track and tenured faculty, teaching usually involves being responsible for
171 instruction in their courses or assigned teaching duties, as well as numerous responsibilities
172 beyond the classroom. Faculty contribute to meeting the course needs of their department's,
173 college's, and university's curricula, engage in pedagogical practice and innovation, and assess
174 student learning outcomes. They often serve as advisers and mentors in a variety of
175 capacities, devoting considerable time to building meaningful and constructive relationships
176 with students and directly supervising their research and scholarship in ways that advance
177 their progress.

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179 ■ Because it can be accomplished effectively in so many different ways, teaching should always
180 be considered in context and evaluated using multiple sources of information.

181

182 2. Criteria for Evaluating Teaching

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184 ■ **Excellence.** Candidates for tenure and promotion in the College of Arts and Letters should
185 have a demonstrated teaching record of excellence. Excellence may be demonstrated in a
186 variety of ways, including but not limited to pedagogical innovation, curriculum
187 development, or effective advising.

188

189 ■ **Assigned courses.** All candidates for tenure and promotion should demonstrate a record of
190 teaching their assigned courses effectively.

191

192 ■ **Circumstances of a course.** As part of a comprehensive evaluation of a candidate's
193 teaching record, evaluators should consider the circumstances of particular courses. For
194 instance, they could take into account whether or not the course is undergraduate or
195 graduate level or involves new preparation for the faculty member, as is often the case for
196 pre-tenure faculty. They might also consider whether or not the course is required,
197 experimental, designed for the General Education curriculum or majors, a writing- or
198 research-intensive course, a revision of a preexisting course, a newly developed course, an
199 independent study, a team-taught course, a course using technological mediation, or a course
200 involving student productions in the arts.

201

202 ■ **Range of courses taught.** Evaluators should take into account the range of courses taught.
203 For instance, candidates in the Humanities, Social Sciences, and the Arts might teach a
204 combination of General Education courses, both lower and upper-level courses within the
205 undergraduate major, and also graduate-level classes.

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- **Curriculum development.** All tenure-track and tenured faculty are required to maintain a high level of knowledge in their particular field, and their course content should reflect advances in their disciplines. To respond to disciplinary advances, teachers in the College of Arts and Letters are expected to revise regularly taught courses to reflect the latest developments in the field. The College of Arts and Letters also expects to see some evidence of curricular innovation that goes beyond course content, such as creating relationships between curricular and co-curricular activities that enhance student learning, developing new classes that advance the overall vision of their department, college, and university, or leading the department when it comes to making significant curricular revisions to their current program. Curricular innovation may also take the form of contributing substantially to the creation of new programs or the development of new pathways toward degree completion.
 - **Pedagogical practice and innovation.** Teachers in the College of Arts and Letters are held to a high standard and should demonstrate a high level of proficiency in the established modes of instruction within their disciplines. All teachers in the College are expected to teach their classes with attention to detail and care for the quality of students' learning experience. If problems are identified through direct classroom observations or performance evaluations, candidates should show that they have acted to address them, using whatever support is available and documenting their efforts to improve. Particularly effective teachers tend to be flexible and responsive, with a high degree of self-awareness. They can articulate their teaching philosophy in writing and often experiment with varied or new pedagogical approaches to find better ways for students to learn. They reflect critically upon their successes or failures, documenting what they have learned from their experiences as well as the positive results of their pedagogy on student learning.
 - **Advising.** Faculty advisors in the College of Arts and Letters fulfill a crucial purpose that staff advisors cannot because of their disciplinary perspective, their teaching experience, and their membership within the department of a student's major. The purpose of faculty advising is not only to communicate what the requirements are but also to convey a professor's expertise in the discipline, to help students navigate their way toward completion of the major, and to provide students with accurate information and clear but flexible recommendations regarding university, college, and major requirements. In addition, advisors often consult closely with other faculty in order to be able to communicate the department's pedagogical goals to students, along with the role of specific major requirements within the curriculum and the broader discipline. Advisers frequently engage in a continuing discussion of a student's future, including graduate/professional school and career options. They also discuss educational or career opportunities within and outside the advisor's discipline. Finally, advisors traditionally have sufficient awareness of university structures and policies to make immediate and helpful referrals regarding issues they might not be able to address themselves, such as scholarships or financial aid, counseling, Title VI and Title IX complaints, student conduct issues, and residential issues.
 - **Mentorship.** Mentoring students can be both formal and informal, and evaluators should take into account evidence of mentorship both in relation to the candidate's teaching load (including student conference hours associated with classes) as well as outside of it. Mentorship can involve supervising the research, scholarship, and clinical experiences of

253 both undergraduates and graduate students. This supervision may include providing students
 254 support with research activity, grant writing, conference presentations, and publication, as
 255 well as serving as the primary adviser on a student's thesis. Mentoring graduate students, in
 256 particular, involves a long-term commitment to advancing a student's career and professional
 257 goals, which means not only supporting the development of their professional skills but also
 258 helping them to transition into the professional networks that will further their development
 259 in the field. The demands for mentorship are often particularly high for minority faculty, and
 260 evaluators are encouraged to consider the ways in which minority faculty may be asked to
 261 serve as role models for students and to provide support on a number of different levels.

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- 263 ▪ **Professionalism.** Teaching demands the highest commitment to ethical conduct and
 264 professional integrity. Teachers should demonstrate respect for students as individuals at all
 265 times and adhere to their proper roles as intellectual guides and counselors. They avoid any
 266 exploitation, harassment, or discriminatory treatment of students.
 267
- 268 ▪ **Recognition or awards for teaching and advising.** Evaluators should consider whether
 269 or not a teacher has been asked to mentor other teachers, received local or national awards
 270 for teaching, or has otherwise been recognized for teaching or advising excellence.
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272 **B. Professional Activity (Research, Scholarship, Creative** 273 **Activity)**

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275 **1. Definition of Professional Activity (Research, Scholarship,** 276 **Creative Activity)**

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- 278 ▪ Professional activity is defined as a sustained program of study aimed to advance knowledge
 279 within a specific field. All tenured and tenure-track faculty members in the College of Arts
 280 and Letters are expected to contribute regularly to their disciplines or professional
 281 communities, engaging in an ethically responsible way with substantive intellectual problems
 282 or aesthetic and creative questions that move their field forward. Peer-reviewed publications
 283 and similar publications, as well as the public release of work (such as juried exhibits and
 284 performances), are usually considered the most important expression of a faculty member's
 285 professional activity. Other activities that eventually lead to publication and/or other forms
 286 of professional recognition are also valuable. It is expected that departments identify and
 287 rank different types of professional activity to indicate what type of contributions they
 288 prioritize, but professional activity should always be tied to a scholarly research agenda or a
 289 defined artistic plan. All programs should strive for a degree of research excellence that
 290 reflects the mission of creating new knowledge and teaching methods for creating new
 291 knowledge at the highest level.
 292
- 293 ▪ These elaborations subdivide the category of professional activity into two main categories:
 294 (1) research and scholarly activity and (2) artistic activity. Depending on the discipline, it is
 295 important to recognize not only that these subgroups may overlap but also that they will vary
 296 according to discipline. Department elaborations are expected to define their specific
 297 expectations more precisely and explicitly, setting standards for distinction that are
 298 appropriate to achieving excellence within their disciplines.

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- **Research and scholarly activity** usually involve work that depends on an understanding of current disciplinary theory or creates a new disciplinary theory. Such work is based on peer-reviewed research. Peer-reviewed research refers to blind reviews of scholarly output or non-blind reviews with qualified editorial controls for quality in works such as books or edited volumes. Research and scholarly activity may analyze, synthesize, interpret, evaluate, create, and propose original hypotheses and arguments about important issues and questions. It often explores, discovers, explains, or demonstrates knowledge. Research and scholarship are typically communicated in public, peer-reviewed venues such as books, book chapters, and journal articles, and such work might also be expressed in reviews or technical reports, grant proposals that have been positively accepted or reviewed, papers presented at scholarly and professional associations, works of journalism, patents, translations, activities for acquiring and maintaining professional certification, licensing, and continuing education, and so forth. Other examples can include the application of disciplinary expertise either inside or outside the university or the development and commercialization of university discoveries.
 - **Artistic achievement** is established through public presentations and publications of original creative works. Faculty members might create original works of literature, works of visual or performing arts, or direct, perform, or curate such works. Artistic achievement is usually communicated in public venues that are juried or offer the opportunity for review. A music recital, film screening, theatrical production, concert, juried art exhibition, or publication of a poetry chapbook or work of fiction would all be considered examples of public artistic activities. In addition to these, other acceptable forms of artistic activities will be identified at the department level.

2. Criteria for Evaluating Professional Activity

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- **External peer review.** Independent review by peers within a faculty member's disciplinary specialty is essential. Peers should evaluate a faculty member's professional contributions outside of the University of Toledo in a position to assess the quality and significance of the contributions.
 - **Quality of press or venue:** Evaluators should consider the reputation of the publication or performance venue, considering whether or not it is well-regarded by peers and has a strong record of contribution to the field. High-quality forums receive more credit toward tenure and promotion, and departments with graduate programs, in particular, are expected to define standards for a particularly high-quality venue for publication or performance. In some circumstances, and depending on the discipline, a university press will most likely hold its authors to higher standards than a commercial press. In other fields, the H-index (a measure of the number of highly cited journal articles) or the number of peer-reviewed articles in high-impact journals may be used. A textbook published by a quality press may also be considered of scholarly value in some disciplines. Edited collections can be valuable, but the candidate's intellectual contribution to the volume should be addressed. Similarly, with artistic work, peer reviewers will comment on the reach of a particular performance venue or professional activity, and greater emphasis is placed on those that are juried, reviewed, or likely to have continuing influence within the discipline. Besides the modes of

346 research and creative activities listed above, individual departments will stipulate other
347 acceptable forms of research and creativity activities within their bylaws. Candidates should
348 explain the importance of such research and creative activities within their professional
349 statements.

- 350
- 351 ▪ **Quantity.** Research and scholarly activity for the sake of reaching a numerical quota is
352 discouraged, but the regularity of publication should be taken into account. A pattern of
353 steady, consistent, substantive work in high-quality venues is preferable to a high volume of
354 work frequently put out in less prestigious venues or a record of infrequent, sporadic
355 completion. Such publications as an invited encyclopedia or handbook entries,
356 bibliographies, or book reviews should be assessed as to placement, substance, length, and
357 process of review.
358
 - 359 ▪ **Authorship.** Evaluators should recognize disciplinary standards regarding the relative value
360 of primary and/or senior (e.g., communicating or corresponding) co-authorship. In some
361 disciplines, solo or primary authorship is preferred; in others, multi-authored work is
362 standard and may, in some circumstances, reflect innovative cross-disciplinary collaboration.
363 Many departments value student co-authorship. In instances of co-authorship, candidates
364 must document their contributions to any manuscript. Such evidence may include letters
365 from co-authors or items demonstrating intellectual engagement in the project.
366
 - 367 ▪ **Coherence.** A candidate's professional activity can take many forms and directions, and
368 developing new projects is a key aspect of sustaining a vital research agenda. But a faculty
369 member's research and scholarship profile should have some coherence and integration,
370 with disparate connections explained. Faculty should show how the questions being
371 considered relate to one another and are being tested effectively, and the work is
372 meaningfully advancing knowledge in an important direction. In other words, the logic
373 behind faculty professional activity should be clear, and output should not appear random or
374 erratic.
375
 - 376 ▪ **Resources.** Resources available or unavailable, such as protected time, teaching releases,
377 qualified graduate research assistants or doctoral students, journal access, funding for
378 subventions or indexing, sabbaticals and leaves, and funds for research travel, supplies,
379 equipment, or facilities, may impact when and where work is presented and/or published.
380 This should be taken into account in assessing the overall record of the candidate.
381
 - 382 ▪ **Interdisciplinary work and collaboration.** In some cases, scholars might be working in
383 multiple disciplines, have a degree from a discipline different from their current department,
384 or collaborate with scholars in other disciplines. In such circumstances, departments are
385 expected to define the expectations of professional activity very specifically, and the norms
386 of one department's discipline should be balanced against the norms of the other
387 department(s) involved. All faculty are responsible for demonstrating their specific
388 contribution to their field, regardless of whether that contribution appears in single-author
389 or co-authored forms.
390
 - 391 ▪ **Professionalism.** Research, scholarship, and artistic endeavor frequently involve
392 interactions with colleagues at a faculty member's home institution and within the various

393 external professional networks to which they may belong. In such interactions, faculty,
 394 guided by a deep conviction of the worth and dignity of the advancement of knowledge,
 395 must at all times strive to be accurate, exercise appropriate restraint, and show respect for
 396 the opinions of others. They must acknowledge academic debts, avoid discriminating against
 397 or harassing colleagues, and respect and defend the free inquiry of associates.
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399 C. Service

400 1. Definition of Service

401 Service is defined as faculty using their knowledge and skills to engage in specific activities that
 402 contribute to the advancement of the university, the discipline or profession, and the
 403 community. The different categories of service identified here are not exhaustive and often
 404 overlap, but they have been separated into three subgroups both for ease of use and for greater
 405 recognition of the different possibilities inherent in this category.
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- 408 ○ **Institutional service** consists of a faculty member's participation in departmental,
 409 college, and university-level activities that contribute in a substantial way to the
 410 important work of the institution. Including but not limited to committees, boards,
 411 task forces, and other governing bodies, as well as various types of leadership roles,
 412 institutional service is essential to shared governance because it is through this work
 413 that faculty members engage with decisions that affect the university on every level.
 414 All faculty should accept their share of faculty responsibilities in the academic
 415 governance of the university.
 416
- 417 ○ **Professional service** consists of contributions to the advancement of a faculty
 418 member's discipline or profession. For instance, serving on a journal advisory board
 419 or the executive committee of a professional organization, organizing or running a
 420 conference, serving as a discussant for a panel, book reviews, vetting manuscripts for
 421 publication in journals or edited collections, or clinical activities are all forms of
 422 professional service. In addition, prominent media appearances in respected outlets
 423 such as national newspapers, television, or radio are professional services provided
 424 such appearances are related to their expertise. Professional service helps disciplines
 425 and professions to flourish by creating and maintaining infrastructure for the
 426 activities of peers in the field. In turn, professional service also raises the profile of
 427 the faculty member's home institution. It is important that candidates document
 428 their contributions in these areas and fully explain their professional services roles
 429 and commitments.
 430
- 431 ○ **Community service** is defined as faculty using their skills and professional expertise
 432 to benefit their larger communities' knowledge, health, and well-being. This type of
 433 service work can occur either on campus or outside the university, and it can include
 434 engagement with regional, state, national, or global activities. Examples might
 435 include collaboration or mentorship with a student group, outreach to an
 436 organization that serves a public purpose, collaborating with schools, businesses,
 437 nonprofit organizations, and government agencies, developing innovative solutions
 438 that address social, economic, or environmental challenges, or unpaid consulting
 439

work. It is important that candidates document their contributions in these areas and fully explain their community services roles and commitments.

- Some faculty pursue community-engaged teaching or community-engaged research. Departments should define what community-engaged teaching or research means to them, their expectations and standards, and whether or not such work should be assigned to the teaching, research, or service categories.

2. Criteria for Evaluating Service

- **Outcomes.** The outcome of a faculty member's service is a crucial factor in evaluating its effectiveness. Evaluators should consider whether or not the service rendered achieved a particular and meaningful result.
- **Effectiveness.** Service is more than a name on a roster. It is the active and meaningful participation to improve the university or its profile in the community or with peer institutions. Regular attendance and meeting all the expectations of the assigned role are expected.
- **Relation to rank and the number of years served.** New faculty members typically start with localized departmental service and build their efforts over time. Institutional service is expected to increase in the years after tenure, with faculty assuming a greater level of responsibility for providing academic leadership within the department, college, and university, as well as to the profession.
- **Leadership roles.** Evaluators are encouraged to consider whether a candidate was in a leadership position within the service role (e.g., committee chair, program director, or department chair) that requires more time and effort.
- **Balance and proportion.** Faculty members are encouraged to distribute their service efforts across multiple areas rather than concentrate on just one form of service unless assigned to an unusually demanding service role (e.g., president of the Faculty Senate). It is also appropriate for departments to set different expectations regarding service proportions for pre-tenure faculty.
- **Duration.** Faculty members should be rewarded for continuity in their service roles and committing to responsibilities that optimize their skill sets. At the same time, they should also be encouraged to explore new service forms after a certain amount of time to promote fresh thinking. When it comes to institutional service in particular, stasis in service roles can sometimes undermine progress both for the individual and the institution.
- **Role of significant service.** Certain forms of service require an above-average commitment (e.g., department, program, institute, center director/chair, or significant work for the faculty union). Such service should be recognized and valued for its importance to the institution.

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- **Minority faculty members and service.** Evaluators are encouraged to recognize and value the hidden service often performed by minority faculty members. They often receive a disproportionate number of requests for mentorship and role modeling from students and their faculty peers. Minority faculty tend to guide, advise, coach, and generally commit substantial time and energy to minority students within and outside their home departments. Although such mentorship is not always formalized, studies show that it can play a crucial role in student retention.

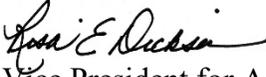
495 IV. TIMELINES AND EXPECTATIONS

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- **Assistant to Associate.** For the College of Arts and Letters, the timeline for achieving tenure and promotion from Assistant to Associate is five years, with the tenure/promotion review occurring in the sixth year.
 - **Associate to Professor.** Associate professors applying for full Professor typically present themselves for promotion a minimum of five years after their promotion to Associate since it takes time to build the sustained record of research excellence or creative activity required by this rank, which can only be earned by faculty who are nationally recognized as advanced leaders in their field of specialization. Evidence of national prominence might include but is not limited to publication in prestigious venues such as well-regarded publishing houses or highly ranked journals, serving as a reviewer for highly ranked peer-reviewed venues, invited lectures, invited book chapters, service on editorial boards, national awards, external grants, conference organization, or special journal editing. The quality and national reputation of an Associate Professor's research and scholarship are not the only evaluative criteria used to review candidates for full Professor. In the College of Arts and Letters, Associate professors applying for Professor should excel in at least two of the three evaluative categories—teaching, research, and service—and be deemed proficient in the third. Full Professors should not isolate themselves from any one area of the faculty experience. High levels of professional conduct are expected from all candidates, and these candidates should demonstrate leadership in teaching and service. For example, candidates for Professor might mentor junior faculty, lead college- and university-level committees and councils, take leadership roles in prominent professional organizations, direct programs, or show leadership in the application of research to societal needs.
 - **Early promotion.** Candidates who apply for early promotion are evaluated using the same criteria that would be applied if the full duration of the probationary period had been used. All levels of committees and administrators should explain clearly in their recommendations why they feel that early promotion/tenure is warranted based on performance.
 - **Advance notice.** Candidates for promotion shall declare their intent to seek promotion for the following fall semester **by the Monday of the last week in March.** This request shall:
 - be made in writing,
 - include the candidate's list of suggested names of external reviewers, and
 - be sent to the Department Chair and copied to the candidate's Dean.



Date: March 29, 2023

To: Melissa Valiska Gregory, Ph.D.
Interim Dean, College of Arts and Letters

From: Risa E. Dickson, Ph.D. 
Interim Provost and Executive Vice President for Academic Affairs

Re: College of Arts and Letters Elaborations

This is formal notification that the elaborations that were approved by the faculty in the College of Arts and Letters on March 15, 2023, have successfully been approved at all university levels and I approve of its implementation in the college.

These documents have been endorsed by: 1) the College Council, 2) the Dean of the college, 3) the Office of the Provost, 4) the Office of Legal Affairs and, 5) the Office of Faculty Labor Relations.

Thank you for your hard work and collaborative efforts in the creation of this document.