

**DEPARTMENT OF AFRICAN-AMERICAN STUDIES
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY**

Policy Title:	Department of African-American Studies Promotion and Tenure Guidelines
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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

INTRODUCTION

1 The Department of African-American Studies at Georgia State University (GSU)
2 is committed to both the advancement of knowledge of people of African descent and
3 their empowerment within the local, national and international arena. To that end, the
4 Department seeks to hire and retain the very best faculty. The process of granting
5 promotion and tenure is an essential mechanism for ensuring a productive and quality
6 faculty. The Department of African-American Studies Promotion and Tenure Guidelines
7 specify the philosophy and procedures that will guide the evaluators of the promotion and
8 tenure process. This set of guidelines is also intended to provide candidates a clear
9 statement of expectations as well as a clear description of the promotion and tenure
10 process to which the Department of African-American Studies will adhere.

11 It is the responsibility of all candidates for promotion and/or tenure to ensure that their
12 candidacy is in conformance with the requirements and procedures of the Department,
13 College, University and Board of Regents. Candidates should pay particular attention to
14 the College of Arts and Sciences Promotion and Tenure Manual for guidance about
15 preparing and submitting a dossier in application for tenure and/or promotion and for
16 details of the University and College expectations. In all recommendations for promotion
17 and tenure, the Department of African-American Studies evaluates candidates in three
18 areas of professional life: professional development, teaching, and service.

19 As will be described later in this document, the Department values all three areas highly
20 and has established specific expectations for performance in each. The Department's
21 expectations for promotion and tenure are consistent with the criteria specified in the
22 College of Arts and Sciences Promotion and Tenure Manual, which states that a

23 recommendation for promotion to and/or tenure at the rank of Associate Professor
24 requires that the candidate be judged at least *excellent* in both professional development
25 and teaching and that she/he must be judged at least *good* in the area of service. The
26 College Manual also specifies that the successful candidate for promotion to and/or
27 tenure at the rank of Professor must also be judged at least *excellent* in both professional
28 development and teaching and at least *very good* in the area of service.

29 **PROFESSIONAL DEVELOPMENT**

30 The Department of African-American Studies views professional development as
31 encompassing various scholarly activities that advance the discipline of African-
32 American Studies by creating and extending knowledge about people of African descent.
33 The Department of African-American Studies recognizes that scholarship comes in many
34 forms and employs a variety of methods. Therefore, it is the Department's position that
35 success in professional development can be achieved in many ways and no one approach
36 is inherently superior to another. Candidates will be judged on the quality and quantity of
37 her/his total scholarship. For example, candidates who pursue a mixture of publication
38 outlets e.g., articles, books (authored or edited), chapters in books, and creative works
39 will be evaluated on the whole body of work, just as those who specialize in one form of
40 scholarly expression will be. Consequently, books are not inherently preferred over
41 referred journal articles. Obtaining extramural support for one's research is a highly
42 valued professional development activity, especially for tenured faculty, and success in
43 seeking external support, particularly from national sources, will be weighed as evidence
44 of scholarly reputation. Grant support, however valuable, is only a means to an end and
45 is no substitute for the products of research.

46 While loose hierarchies of scholarly journals, publishers and granting agencies may exist
47 in each discipline; there is generally disagreement about such rankings.

48 Moreover, valuable work that offers innovative approaches, new ideas, or evidence and
49 perspectives that challenge existing knowledge may not be found in or supported by
50 traditional mainstream publication outlets. In fact, as the history of African-American
51 Studies shows, sometimes cutting-edge work can only be made available outside and
52 independently of the most prestigious outlets. Rather than automatically rely on the
53 reputation of publication outlets as evidence of research quality, the Department's central
54 focus will be on the scholarship's demonstrated impact on the body of knowledge within
55 the discipline of African-American Studies and/or the candidate's field of specialization.

56 To the extent that African-American Studies is interdisciplinary as well as disciplinary,
57 cross-cutting or intersecting research is to be expected. Consequently, since such
58 activities cut across many disciplinary fields the evaluation process within African-
59 American Studies is often more complicated than the evaluation process within
60 traditional disciplinary works. While the core of a candidate's work is expected to be in
61 or connected in some way to African-American Studies, it is important to acknowledge
62 that not all of the candidate's publications will appear in African-American Studies
63 journals. Thus, given the interdisciplinary nature of African-American Studies, some of
64 the candidate's work may appear in the scholarly outlets of other disciplines. Such work
65 should not be disadvantaged. Nor should co-authored scholarship be disadvantaged. The
66 Department of African-American Studies recognizes the value of both individual and
67 cooperative scholarship. The Department expects individual scholarship but also
68 recognizes that the interdisciplinary nature of African-American Studies may result in co-

69 authored scholarship. Given that order of authorship does not necessarily convey
70 information about relative contribution to the work, candidates should establish their
71 relative contribution to co-authored work. Again, the quality of the work will be assessed
72 independently.

73 While the essential core of professional development is research and its dissemination,
74 the Department recognizes that professional development also includes other scholarly
75 activities that support or enhance research in the discipline, including organizing sessions
76 for professional meetings, reviewing manuscripts and proposals, and presenting
77 conference papers. It should be noted, however, that although these scholarly activities
78 are certainly to the candidate's professional credit, no amount of this sort of activity can
79 substitute for the publication of original scholarship. Indeed, the pursuit of the
80 aforementioned scholarly activities in the absence of subsequent publications will add
81 very little to the case for a positive tenure decision. In short, the successful tenure
82 candidate must establish a significant, independent intellectual profile for herself/himself
83 and develop a national reputation as a scholar in the discipline of African-American
84 Studies and/or in her/his field of specialization. The production and exhibition of creative
85 works within appropriate standards of the medium in a respective unit in the College can
86 also be evaluated toward promotion and tenure.

87 The Department expects a successful candidate has moved beyond the specific projects
88 that were begun in graduate school under supervision of graduate faculty. The
89 Department also expects that a successful tenure candidate produce a significant corpus
90 of high quality, original scholarship and/or artistic work as well as high levels of
91 scholarly activities. The candidate's body of scholarship - (in terms of both quality and

92 quantity) should advance the knowledge of African-American Studies. Evidence of such
93 advancement is demonstrated by: 1) the presence of peer review, 2) the use of an
94 anonymous review technique, 3) reference to reviews or citations, 4) awards and invited
95 lectures, 5) the candidate's explanation of the work's importance, and 6) assessments by
96 external reviewers.

97 **Categories of Professional Development**

98 The candidate for promotion and/or tenure must submit written evidence of professional
99 development organized according to the categories of professional development listed in
100 the college manual (section V.E.). In addition to the lists described, the candidate must
101 provide copies of all publications and awarded grant proposals listed. For multiple
102 authored works and collaborative projects, the candidate should provide the names of all
103 authors as they appear in print and explain in detail the nature and degree of her/his
104 contribution to the work. Clear documentation from the publisher must be provided for
105 works accepted for publication. Work in progress and work submitted but not yet
106 accepted for publication may not be included.

107 Criteria for evaluating creative projects will include consideration of the length and
108 complexity of the project, the means of dissemination the work to an audience, (including
109 invited academic presentations), distribution, screening at academic meetings, and the
110 evaluation of the completed work by outside peer review. If the evaluation of the creative
111 project cannot be facilitated within the candidate's discipline, the assessment of this work
112 must take into account the standard in the respective discipline in the College
113 (Communication, Music, or Art) for the medium of creative work produced.

114

115 **Evaluation of Professional Development**

116 Based on the evidence submitted, the departmental committee will evaluate the
117 candidate's professional development according to the college manual's standard of
118 *excellent*. The evaluation will be based on the committee's assessment of the candidate's
119 potential for and progress toward achieving a national reputation as a respected scholar in
120 the discipline as indicated primarily by the overall quality and importance of the
121 candidate's scholarly work.

122 **Promotion to and/or Tenure at the Rank of Associate Professor**

123 Promotion to and/or tenure at the rank of Associate Professor is recognition by the
124 department and the university that a faculty member's scholarship is of such high quality
125 and importance that, at a minimum, she or he is achieving or shows significant promise
126 of achieving a national reputation as a respected scholar and researcher. Tenure and
127 promotion requires that a faculty member be recognized by scholars outside Georgia
128 State University as a person who has contributed to the advancement and development of
129 African-American Studies or her/his field of specialization and who seems likely to
130 continue doing so. As stated in the College Manual, promotion to and/or tenure at this
131 level is available only to those who are judged as at least *excellent* in professional
132 development.

133 To achieve this ranking, a candidate must typically have a record of continued growth in
134 professional development since achieving Assistant Professor status that is significantly
135 advanced beyond earlier achievements.

136 The candidate will be judged *excellent* in professional development if the committee's
137 decision is that the candidate is achieving a national reputation in a field of the discipline.

138 Such a candidate, for example, might have published a significant number (e.g. 6-9) of
139 refereed articles in respected national journals, or edited volumes of books using an
140 anonymous review process by peers or might have published a research book in a
141 university or respected commercial press utilizing an anonymous review process.
142 These examples are only guidelines; they should not be taken as excluding other forms of
143 publications or other combinations. Furthermore, the merit of each work may be
144 determined only after its production. In addition, to qualify as *excellent*, a candidate
145 should be very active in other research roles, such as conference participant, book
146 reviewer, intramural research grant recipient, extramural research grant recipient, active
147 research agenda and journal referee. In the final analysis, the candidate must be judged at
148 the time of consideration as being well into the process of achieving a national reputation
149 as a respected scholar within a field and having significant potential of achieving that
150 goal.

151 **Promotion to and/or Tenure at the Rank of Professor**

152 Promotion to and/or tenure at the rank of Professor is recognition by the department and
153 the university that a faculty member's scholarship is of such high quality and importance
154 that she or he has achieved and sustained a national reputation as a respected scholar and
155 researcher. As stated in the College Manual, promotion to and/or tenure at this level is
156 available only to those whose professional development is evaluated as at least *excellent*.
157 At a minimum, to achieve this ranking, a candidate must have a record of continued
158 growth in professional development since achieving the Associate Professor status so that
159 it is significantly advanced beyond the earlier achievement.

160 The candidate will be evaluated as *excellent* in professional development if the
161 committee's general impression is that the candidate is a superb scholar. Such a
162 candidate, for example, might have, since promotion to associate professor, published a
163 large number of refereed articles and/ or book chapters of excellent quality; or a book
164 plus articles and chapters, all of excellent quality; or several books, articles, chapters, and
165 other works, all of excellent quality. To qualify as *excellent*, a candidate also should have
166 been highly active in other research roles, such as extramural grant recipient, conference
167 session organizer or participant, journal referee, grant reviewer, or book reviewer.

168 **TEACHING**

169 The quality of teaching of faculty members is of paramount importance to the department
170 and the university; indeed, it is the heart of what we do.

171 **Categories of Teaching**

172 Candidates for promotion and/or tenure must submit written evidence of effective
173 teaching organized according to the categories of teaching listed in the college manual
174 (section V.F.).

175 **Evaluation of Teaching**

176 The department committee will evaluate the quality of teaching in keeping with the
177 college manual's standard of *excellent* based on the evidence submitted. The several sets
178 of student evaluation averages mentioned below are given as general guidelines rather
179 than to reify specific numbers.

180 **Promotion to and/or Tenure at the Rank of Associate Professor**

181 As stated in the college manual, promotion to and/or tenure at the level of Associate
182 Professor requires that the candidate be evaluated as at least *excellent* in teaching. The

183 candidate will be evaluated as *excellent* in teaching if the clear impression garnered by
184 the committee from the evidence submitted is that the candidate's teaching and
185 contributions to teaching are superb. For instance, the student evaluation scores must
186 suggest highly effective performance in the classroom (e.g., overall average is in the mid-
187 4 range); course material must show impressive preparation and incorporation of up-to-
188 date scholarship in specialization courses; the candidate must demonstrate highly
189 effective mentoring of students. The candidate may also have published pedagogical
190 works or been nominated for one or more teaching awards.

191 **Promotion to and/or Tenure at the Rank of Professor**

192 Both the quantity and quality of the achievements in Teaching are expected to surpass
193 those required for recommendation for promotion to the rank of Associate Professor. A
194 particular expectation is the consistent guidance of M.A. students to completion of thesis.
195 Significant volume of directing student work and research will also be considered in
196 evaluation the promotion of Associate Professors to the rank of Professor.

197 **SERVICE**

198 Service to one's colleagues, to the Department of African-American Studies, to the
199 College, and to the University is a very important element in judging the candidate's
200 contributions and performance. The Department encourages and highly values faculty
201 contributions to the field of Africana Studies. An example of service to Africana Studies
202 is participation in the operation of professional associations as officers or committee or
203 board members. In addition, African-American Studies, as a field of study concerned
204 with the plight of people of African descent, is quite conducive to useful, discipline-
205 relevant forms of community service, so efforts at applying African-American Studies

206 knowledge and methods to address community concerns are highly valued in our
207 department.

208 Neither the College of Arts and Sciences nor the Department of African-American
209 Studies expects the same quantity and quality of service contributions from junior and
210 senior faculty. The information given below indicates the distinction in expectations
211 forms of service for junior and senior faculty and provides some guidelines for judging
212 different levels of quality.

213 **Categories of Service**

214 The candidate must submit written evidence of service activity related to her/his areas of
215 professional competence organized according to the categories of service listed in the
216 college manual (section V.G).

217 **Evaluation of Service**

218 Based on the evidence submitted, the departmental committee will evaluate the
219 candidate's service in relation to the college's evaluative categories of *very good* and
220 *good*.

221 **Promotion to and/or Tenure at the Rank of Associate Professor**

222 To be recommended for tenure and promotion to the rank of Associate Professor, the
223 candidate must be evaluated as at least *good* in service.

224

225 Candidates will be judged as *good* in this area if they have been active in assistance to
226 colleagues and responsibly carried out the service tasks that were assigned to them.

227

228

229 **Promotion to and/or Tenure at the Rank of Professor**

230 To be recommended for promotion to and/or tenure at the rank of Professor, the
 231 candidate must be evaluated as *very good* in service. Candidates will be judged as *very*
 232 *good* in this area if they have: 1) been active in assistance to colleagues; 2) effectively
 233 taken a leading role in departmental service by serving on the Executive Committee and
 234 as the chairperson of at least one departmental standing or ad hoc committee; and 3)
 235 provided effective service on college or university committees. Service to the profession,
 236 public organizations, and/ or local, state, or national government is necessary at this level
 237 to secure promotion from Associate Professor to Professor.

238 **EVALUATION PROCESS**

239 The process and schedule for applying for promotion and tenure in the Department of
 240 African-American Studies is governed by the College of Arts and Sciences Promotion
 241 and Tenure Manual. Applications for tenure and/or promotion to Associate Professor will
 242 be evaluated by the departmental P&T Committee, consisting of all departmental faculty
 243 with tenure and at the rank of Associate Professor or above. Applications for tenure
 244 and/or promotion to Professor will be evaluated by a committee of all professors in the
 245 department. In consultation with the department chair, the dean will augment faculty
 246 committees with members at the appropriate rank from other departments when the home
 247 department does not have a sufficient number of faculty at the appropriate rank to
 248 constitute a committee of at least three members. An important part of the departmental
 249 evaluation is the assessment of the candidate's credentials by recognized specialists
 250 outside of Georgia State University. The candidate must submit with his / her dossier a
 251 list of eight scholars in the candidate's subfield(s) who are qualified to evaluate the

252 candidate's performance in the area of professional development and his / her reputation
253 within the discipline. The departmental chair, together with the departmental Committee
254 on Promotion and Tenure, will prepare a list of eight additional scholars who could
255 perform the assessment role. Detailed requirements for these lists are included in the
256 College Manual (section V.H.). Both lists will be submitted to the Office of the Dean,
257 who will select from them at least four persons to perform an outside review. The letters
258 supplied by these outside reviewers will be considered at all levels of review in the
259 University.

**APPENDIX I:
Ratings Guidelines for Pre-Tenure Review**

A1. Professional Development (Research)

Poor: The faculty member maintains no program of professional development.

Fair: The faculty member is largely inactive in professional development.

Good: The faculty member is minimally active in maintaining a program of professional development and/or the faculty member's professional development contributions are limited in scope and impact.

Very Good: The faculty member, while maintaining an active program of professional development, has yet to establish a national reputation as an emerging authority in the field; however there are clear indications that s/he has projects underway that are likely to result in a more prominent scholarly profile in the near future.

Excellent: The faculty member has produced a significant body of original research. This body of scholarship, which may include a book or comparable body of articles and book chapters, has contributed to the advancement of Africana Studies or related field. Collaborative projects with other scholars in conventional or digital media are also significant when the high level and quality of the contribution is documented. Peer-reviewed work published in highly regarded digital media (including, e.g., multimedia productions and computer software) is valued equally to print publications in sub-fields in which scholarship adopting emerging technologies is essential. Further evidence for a rating of *excellent* includes documentation directly demonstrating one's emerging national reputation established through the quantity and quality of citations and positive review of one's research and/or the securing of fellowships, grants, contracts, and/or awards from internal and external local, regional, national, or international agencies; these represent a highly significant professional achievement and testify to the scholarly reputation and significance of the candidate's research. An evaluation of *excellent* indicates that the faculty member's current and imminently forthcoming projects are likely to result in an assessment at this level when s/he comes up for tenure, should the faculty member's upward trajectory continue.

Outstanding: The faculty member has achieved eminence in his or her field, as evidenced by national or international awards, laudatory reviews in major publication outlets, invited lectures in prestigious venues, winning prestigious fellowships or grants, and/or a volume of high-quality work significantly greater than that required for a rating of excellent.

301 **A2. Professional Development (Creative Work)**

302

303 **Poor:** The faculty member maintains no program of professional development.

304

305 **Fair:** The faculty member is largely inactive in professional development.

306

307 **Good:** The faculty member is minimally active in maintaining a program of professional
308 development and/or the faculty member's professional development contributions are
309 limited in scope and impact.

310

311 **Very Good:** The faculty member, while maintaining an active program of professional
312 development, has yet to establish a national reputation as an emerging leader in the field;
313 however, there are clear indications that s/he has projects underway that are likely to
314 result in a more prominent creative profile in the near future.

315

316 **Excellent:** The faculty member has produced a body of work that shows national
317 recognition and strong achievement in creative production related to Africana Studies and
318 indicates that this achievement is likely to continue in the long term as well as the near
319 future. A significant body of creative work may include a full-length book, play, or film,
320 or a number of short pieces in the genre within which the faculty member works. This
321 work or collection of works will directly demonstrate her/his emerging national
322 reputation. Peer-reviewed digital and other new media forms of publication are also valid
323 venues. Securing external support, an extremely competitive undertaking, is valued
324 highly as acknowledgment of success and prominence. An evaluation of *excellent*
325 indicates that the faculty member's current and imminently forthcoming projects are
326 likely to result in an assessment at this level when s/he comes up for tenure, should the
327 faculty member's upward trajectory continue.

328

329 **Outstanding:** The faculty member has achieved eminence in her or his field, as
330 evidenced by national or international awards, laudatory reviews in major publication
331 outlets, invited lectures in prestigious venues and/or a volume of high-quality work
332 significantly greater than that required for a rating of excellent.

333 **B. Teaching**

334

335 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced
336 through student evaluations and reports by faculty observers, little or no involvement in
337 departmental curricular or programmatic reform efforts, ineffective pedagogical
338 techniques and inadequate effort as an instructor.

339

340 **Fair:** The faculty member displays a minimally acceptable record of teaching as
341 evidenced through student evaluations and reports by faculty observers, little
342 involvement in departmental curricular or programmatic reform efforts, ineffective
343 pedagogical techniques and inadequate effort as an instructor.

344

345 **Good:** The faculty member's instructional performance barely exceeds adequate. This
346 faculty member's supporting materials provide evidence of conscientious preparation and
347 pertinent, valid content, but fail to demonstrate either competent pedagogical skill or
348 decisive commitment to the wide-ranging institutional and intellectual responsibilities of
349 a full-time college instructor. The learning environment in this faculty member's
350 classroom, as reflected in student evaluations, achievement, and advancement, is
351 adequate but not distinctly positive.

352

353 **Very Good:** The faculty member is a competent teacher whose supporting material
354 includes evidence not only of diligent preparation and instruction but also of some
355 mentoring of students, effective pedagogy, and a commitment to the mission of the
356 department. Class assignments are creative and methodologically varied and
357 pedagogically appropriate, resulting in proficient student learning. While the faculty
358 member is an effective teacher, her/his teaching record may lack the level and extent of
359 involvement in the supervision of individual student work that is typically expected for a
360 rating of *excellent*, as described below, and/or the faculty member's student evaluations
361 show inconsistencies or scores that fall regularly below the 4-out-of-5 range.

362

363 **Excellent:** The faculty member's teaching record shows exceptional preparation and
364 prominent involvement with individual student work, especially the direction of
365 undergraduate and graduate student research papers, as well as master's theses, and
366 student participation in academic conferences and competitions, and research
367 symposiums. The faculty member's student evaluation scores will often be in the mid 4-
368 out-of-5 range, or in the 4-out-of-5 range as appropriate to the course size and level. The
369 faculty member demonstrates an engagement with teaching beyond simply his or her
370 assigned courses. For example, the faculty member may have created new courses,
371 significantly revised existing courses, incorporated digital literacies into course syllabi
372 and instruction, implemented critical-thinking-through-writing core tenets and exercises
373 into course syllabi and instruction, or incorporated other activities that strengthen the
374 unit's overall instruction and curriculum. Such a faculty member may receive invitations
375 to lecture that are based upon his or her reputation as a teacher, and may also be involved
376 in leading workshops, consultation, or producing pedagogical publications based upon
377 her or his area of research or pedagogical expertise, thereby demonstrating a commitment

378 to teaching as related to her/his research. Through these activities, the faculty member
379 shows creative reflection and action in teaching.

380

381 ***Outstanding:*** In excess of the criteria for a rating of *excellent*, the faculty member's
382 student evaluations will often be in the high 4-out-of-5 range. The faculty member has
383 won a significant teaching award from a prestigious outlet or has been otherwise
384 recognized for superior instruction.

385 **C. Service**

386

387 **Poor:** The faculty member may show up at general faculty meetings but manifests no
 388 other significant service accomplishments. The faculty member may serve on other
 389 departmental committees, but without a documentable, significant impact.

390

391 **Fair:** The faculty member may show up at general faculty meetings but manifests few
 392 other significant service accomplishments. The faculty member may serve on other
 393 departmental committees, but with few effective contributions to the work of those
 394 committees.

395

396 **Good:** The faculty member responsibly and thoroughly executes assigned departmental
 397 duties and committee responsibilities and is of significant assistance to colleagues.

398

399 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and effective
 400 service and leadership at the department level as well as on the college or university
 401 levels. The faculty member engages in service to her or his field, which may include
 402 holding positions in professional associations, serving on editorial review boards, and/or
 403 a significant amount of review work (e.g., for presses in the form of unpublished
 404 manuscripts). Civic engagement through participation with a community service, historic
 405 preservation and/or cultural enrichment organization related to the field of Africana
 406 Studies will also be considered.

407

408 **Excellent:** The faculty member demonstrates a sustained track record of effective
 409 leadership that has involved significant departmental or other college or university
 410 administrative functions. Such leadership is in addition to the level of service described
 411 above as *very good*.

412

413 **Outstanding:** In addition to the level of service described above as *excellent*, the faculty
 414 member demonstrates a record of sustained, significant service accomplishments beyond
 415 the department and throughout the college and university, as well as in national and/or
 416 international professional organizations.

**APPENDIX II:
Ratings Guidelines for Post-Tenure Review**

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A1. Professional Development (Research)

Poor: The faculty member maintains no program of professional development.

Fair: The faculty member is largely inactive in professional development.

Good: The faculty member is minimally active in maintaining a program of professional development and/or the scope and impact of the faculty member's professional development contributions are insufficient.

Very Good: The faculty member's professional development record indicates steady scholarly development that falls short of completion of major high quality projects.

Excellent: The faculty member has continued to maintain and advance a distinguished national or international reputation as an authority in his or her area(s) of specialization. The faculty member continues to be an active scholar, and has a marked impact on the work of others in the field. The faculty member has produced a significant body of original research since her or his last promotion. The book chapters, digital publications, and/or articles of the faculty member judged as *excellent* are published by presses and in journals and digital media that are held in esteem by the profession, and/or reviews of and citations to the faculty member's work attest to this reputation. Other important evidence includes the securing of fellowships, grants, contracts, and/or awards from internal and external local, regional, national, or international agencies.

Outstanding: The faculty member has achieved eminence in his or her field, as evidenced by national or international awards, strong reviews in major publication outlets, invited lectures at prestigious venues, books in reputable presses and/or reviews of and citations to the faculty member's work attest to this reputation.

448 **A2. Professional Development (Creative Work)**

449

450 **Poor:** The faculty member maintains no program of professional development.

451

452 **Fair:** The faculty member is largely inactive in professional development.

453

454 **Good:** The faculty member is minimally active in maintaining a program of professional
455 development and/or the faculty member's professional development contributions are
456 limited in scope and impact.

457

458 **Very Good:** The faculty member's professional development record indicates steady
459 creative development that falls short of completion of a major body of work. Included
460 here is the circumstance in which work on a major project is progressing well but has not
461 been completed in the period under review.

462

463 **Excellent:** The faculty member has produced a body of work that has led to national
464 recognition and shows continued strong achievement in the field. Her/his record
465 indicates that this achievement is likely to continue in the near future as well as the long
466 term. Such a body of creative work will have been produced since her or his last
467 promotion and may include a full-length book, play, or film, or a number of short pieces
468 in the genre within which the faculty member works. Further, the faculty member's work
469 has received significant reviews, arts-based awards (as appropriate to the field), reprints,
470 and/or citations. Other evidence includes the securing of fellowships, grants, contracts,
471 and/or awards from internal and external local, regional, national, or international
472 agencies.

473

474 **Outstanding:** The faculty member has achieved eminence in her or his field, as
475 evidenced by national or international awards, laudatory reviews in major publication
476 outlets, invited lectures in prestigious venues and/or a volume of high-quality work
477 significantly greater than that required for a rating of excellent.

478 **B. Teaching**

479

480 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced
481 through student evaluations and reports by faculty observers, little or no involvement in
482 departmental curricular or programmatic reform efforts, ineffective pedagogical
483 techniques and inadequate effort as an instructor.

484

485 **Fair:** The faculty member displays a minimally acceptable record of teaching as
486 evidenced through student evaluations and reports by faculty observers, little
487 involvement in departmental curricular or programmatic reform efforts, ineffective
488 pedagogical techniques and inadequate effort as an instructor.

489

490 **Good:** The faculty member's instructional performance barely exceeds adequate. This
491 faculty member's supporting materials provide evidence of conscientious preparation and
492 pertinent, valid content, but fail to demonstrate either competent pedagogical skill or
493 decisive commitment to the wide-ranging institutional and intellectual responsibilities of
494 a full-time college instructor. The learning environment in this faculty member's
495 classroom, as reflected in student evaluations, achievement, and advancement, is
496 adequate but not distinctly positive.

497

498 **Very Good:** The faculty member is a competent teacher whose supporting material
499 includes evidence not only of diligent preparation and instruction but also of some
500 mentoring of students, effective pedagogy, and a commitment to the mission of the
501 department. Class assignments are creative and methodologically varied and
502 pedagogically appropriate, resulting in proficient student learning. While the faculty
503 member is an effective teacher, her/his teaching record may lack the level and extent of
504 involvement in the supervision of individual student work that is typically expected for a
505 rating of *excellent*, as described below, and/or the faculty member's student evaluations
506 show inconsistencies or scores that fall regularly below the mid 4-out-of-5 range.

507

508 **Excellent:** The faculty member's teaching record shows exceptional preparation and
509 extensive involvement with individual student work as demonstrated by, for example, the
510 successful direction of master's theses to completion, and students participation in
511 academic conferences and competitions, and research symposiums. The faculty
512 member's student evaluation scores will often be in the mid 4-out-of-5 range, or in the 4-
513 out-of-5 range as appropriate to the course size and level. The faculty member evaluated
514 as *excellent* also will have demonstrated a creative and reflective pedagogy that may
515 include a substantial variety of activities related to instruction. For example, the faculty
516 member may have created new courses, significantly revised existing courses,
517 incorporated digital literacies into course syllabi and instruction, implemented critical-
518 thinking-through-writing core tenets and exercises into course syllabi and instruction, or
519 incorporated other activities that strengthen the unit's overall instruction and curriculum.
520 Such a faculty member may receive invitations to lecture that are based upon his or her
521 reputation as a teacher, and may also be involved in leading workshops, consultation, or
522 producing pedagogical publications based upon her or his area of research or pedagogical
523 expertise, thereby demonstrating a commitment to teaching as related to her/his research.

524 Such a faculty member will also have a good track record of his or her students finishing
525 their programs in a timely fashion; securing fellowships at the graduate or postgraduate
526 level; presenting or publishing their work, completing their programs, and advancing into
527 subsequent programs or into the profession. Such a faculty member advises and guides
528 students diligently, and these students regularly conduct and complete significant work.
529

530 ***Outstanding:*** In excess of the criteria for a rating of *excellent*, the faculty member's
531 student evaluations will often be in the high 4-out-of-5 range. The faculty member will
532 have won a significant teaching award from a prestigious outlet, published highly
533 regarded pedagogical studies, or will have been otherwise recognized for superior
534 instruction.

535 **C. Service**

536

537 **Poor:** The faculty member may show up at general faculty meetings but manifests no
538 other significant service accomplishments. The faculty member may serve on other
539 departmental committees, but without a documentable, significant impact.

540

541 **Fair:** The faculty member may show up at general faculty meetings but manifests few
542 other significant service accomplishments. The faculty member may serve on other
543 departmental committees, but with few effective documented contributions to the work of
544 those committees.

545

546 **Good:** The faculty member responsibly and thoroughly executes assigned departmental
547 duties and committee responsibilities and is of significant assistance to colleagues.

548

549 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and effective
550 service and leadership at the department level as well as participation on the college or
551 university levels. The faculty member engages in service to her or his field, which may
552 include holding positions in professional associations, serving on editorial review boards,
553 a significant amount of review work (either for presses in the form of unpublished
554 manuscripts or for universities by serving as an external reviewer), or significant public
555 contact (e.g., talks, workshops, interviews). Exemplary service by a faculty member to a
556 community service and or cultural organization related to the field will also be
557 considered.

558

559 **Excellent:** The faculty member demonstrates a track record of effective leadership that
560 has involved significant departmental or other college or university administrative
561 functions. Such leadership is in addition to the level of service described above as *very*
562 *good*.

563

564 **Outstanding:** In addition to the level of service described above as *excellent*, the faculty
565 member demonstrates a record of sustained, significant service accomplishments beyond
566 the department and throughout the college and university, as well as in national and
567 international professional organizations.