



KEAN

Tenure and Promotion Guidelines

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**University-wide Expectations for Scholarship, Teaching, and
Service Tenure-Track Faculty
(to be supplemented with Departmental guidelines)**

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DEFINITIONS AND PROCESS CLARIFICATIONS

Reappointment: following a successful summative review, a pre-tenure candidate is appointed for further employment for one or more years.

Tenure: the final reappointment action, resulting in a candidate's appointment to permanent employment (subject to the terms and conditions of applicable contracts and College employment policies). According to New Jersey State law, public college faculty and librarians are tenured after "6 consecutive academic years, together with employment at the beginning of the next academic year" ([N.J.S.A. 18A:60-16](#)).

Promotion: For several decades, reappointment (including tenure) and promotion were separate processes at Kean University. However, pre-tenure candidates with the rank of Assistant Professor are now awarded promotion concurrent with their reappointment with tenure ([LOA 168](#)).

GENERAL PURPOSE OF THESE GUIDELINES

The mission of Kean University is to "create a world-class, innovative, and inclusive society through equity and excellence in teaching, learning, global research, and impactful public engagement." Kean University's core values include academic excellence, equity, inclusivity, wellness, social mobility, and public impact. This mission is fulfilled by fostering excellence within a faculty community built around high expectations in which all members contribute to the vitality of the university. The university expects exemplary achievement and strives to hire teacher-scholars who will be successful in the initial evaluation process and continued professional growth. The university seeks to recognize through tenure and promotion in rank achievements in teaching and advising, scholarly/creative/professional activity, and service.

These guidelines provide transparency and equity by establishing university-wide guidelines for tenure and promotion for all Kean University USA faculty in the professorial ranks across all departments. *Each department may offer additional department-specific criteria that supplement the criteria presented here.*

Faculty promotion and tenure decisions are based on teaching, scholarly/creative/professional activity, and service, and faculty are expected to demonstrate accomplishments and meet the standards in all three categories.

Candidates should demonstrate, appropriate to rank, a significant, positive influence on students, peers, the campus community, and their profession in their teaching, scholarly/creative/professional activity, and service. Because promotion recognizes progressive professional accomplishment, each rank requires increasing levels of achievement and scope of recognition. Consistent accomplishment over time is evaluated positively while acknowledging that a candidate's relative contributions to the campus community in teaching, scholarly/creative/professional activity, and service will usually vary over time. Therefore, periods of relatively less activity in one area should be complemented by more significant activity in the others, producing a

consistently high level of accomplishment and balance. Faculty hired before 2000 can be considered for promotion on criteria primarily based on excellence in teaching and service ([special considerations](#)). Faculty hired between 2001 and 2020 based on extraordinary records of leadership, outstanding teaching, exceptional service, and moderate research ([special considerations](#)).

The review process relies on peer evaluation and recognizes the distinctiveness of academic disciplines. Therefore, the departments are responsible for establishing reappointment and promotion guidelines, particularly for scholarship, and for making initial recommendations. Summative and promotion reviews are conducted by the Department Appointment, Retention and Tenure Committee (ARTP), College Retention and Tenure Committee, the Provost, and the President; all receive recommendations from prior committees while conducting independent reviews.

Note: Guidelines for (a) re-appointing lecturers and (b) information for Clinical faculty are omitted here but are available in separate documents.

GRANTING OF PROMOTION AND TENURE

Promotions in rank and the granting of tenure are based on merit. They are awarded to recognize the faculty member's contributions to the mission of the University in teaching, advising, service, and other assignments, as well as scholarship and creative activity. They are not automatic or routine and are made regardless of race, color, religion, gender, age, marital status, sexual orientation, gender identity or expression, disability, political affiliation, or national origin. Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties and their scholarship or creative activity.

Tenure ensures the academic freedom essential to an atmosphere conducive to the free search for knowledge and attaining excellence in the University. The University does not merely employ faculty but recognizes they are integral to the educational and research programs of the University; tenured faculty are the community of educators who create institutional stability and an ongoing commitment to excellence.

Under typical circumstances, faculty are considered for tenure in their sixth year of service in professorial rank. By the end of the sixth year on the tenure track, the faculty member must be granted tenure or notified that the appointment will not be continued. The number of years of credit for prior service (if any) to be counted toward their faculty service at the university must be stated in the offer letter, along with the date by which the tenure review and subsequent tenure decision will be made.

Faculty may request an extension to their current tenure track probationary period by up to one year due to pregnancy, family bonding leave, and other qualifying events that would delay faculty meeting the research qualifications to attain tenure. Stopping the tenure clock implies that the tenure-related events are simply pushed back. The complete qualifying life event policy may be accessed by clicking [here](#). Qualifying Life Events are all events entitling the candidate to a leave of absence under the New Jersey Family Leave Act ("NJFLA") and the Family and Medical Leave Act ("FMLA"). A faculty member may request an extension to the tenure clock for up to one year for a

qualifying life event. When a faculty member receives approval for a tenure clock extension, all reviewers must evaluate the dossier without prejudice, as if the individual had been on probationary status for five years.

The tenure decision is based primarily on the candidate's achievements in scholarship, creative works, and performance in teaching, advising, and service. In judging the candidate's suitability for tenure, it is also appropriate to consider collegiality, professional integrity, and willingness to accept and cooperate.

The senior members of the faculty are principally responsible for promotion and tenure recommendations. Reviewers (internal and external) base their recommendations on dossiers documenting and evaluating each candidate's accomplishments.

The expectation is that the Provost will support and respect departmental, college, and university committees' professional recommendations and will rarely disagree with them. Differing evaluations and recommendations from the Provost/Executive Vice President for Academic Affairs and the President should be for compelling reasons. In keeping with the spirit of shared governance, the Provost and the President will communicate in writing specific observations and details that lead to their differing evaluation/recommendation to the respective committees.

EXPECTATIONS FOR SCHOLARLY CONTRIBUTIONS AND CREATIVE WORKS

Overview

All Kean University faculty in the professorial ranks are responsible for engaging in scholarship and/or creative activity. Scholarship and creative activity are intellectual works whose significance is validated by peers and communicated to a broad audience of peers in the discipline. More specifically, such work must be (1) based on high levels of professional expertise; (2) give evidence of originality; (3) be documented and validated through peer review or critique or validation by evidence of societal or disciplinary usage/benefit; and (4) must be communicated in appropriate ways to have an impact on or significance for the public and/or for the discipline itself. Intellectual work in research, teaching, service, or other assignments is scholarship if shared with peers in journals, in formal peer-reviewed presentations at professional meetings, juried design competitions, or comparable peer-evaluated forums.

Kean University endorses the perspectives that Boyer (1990) described as the scholarship of discovery, integration, and application to evaluate faculty applying for promotion and tenure. The kinds of scholarship for faculty across the range of positions and disciplines at the University will vary. In some fields, refereed journals and monographs are the traditional media for communication and peer validation; in others, exhibitions and performances are. In other fields, emerging technologies are creating and will continue to create entirely new media and methods.

Defining Scholarship and Creative Activity

The concept of "scholarship" encompasses not only traditional academic research and publication

but also the creation of artistic works or performances and any other products or activities accepted by the academic discipline as reflecting scholarly effort and achievement for purposes of promotion and tenure. Broadly, scholarly and creative activity derives from many activities, including but not limited to the following:

- research contributing to a body of knowledge;
- development of new technologies, materials, methods, or educational approaches;
- integration of knowledge or technology leading to new interpretations or applications;
- creation and interpretation in the visual and performing arts, design, and architecture fields;
- work on steering committees, funding agency panels, and editorships where the outcome is a fundamental change in the field's direction;
- In certain positions, seeking competitive grants and contracts is an essential responsibility, and success in this endeavor—especially when the grants are highly competitive and peer-reviewed—is a component of achievement in scholarship and creative works.

Evaluating Scholarship and Creative Activity

The record must demonstrate quality; quality assessment is a rigorous process but primarily qualitative. For purposes of tenure and promotion recommendations, the department chair and tenure and promotion committee should give weight to the following three indicators of quality:

Evaluations by a candidate's external reviewers. The quality of scholarly and artistic production will be assessed by established professionals in their fields and, for faculty members engaged in interdisciplinary research, by appropriate scholars in relevant fields.

Reputation and Competitiveness of the venues where the candidate's work is published (as evidenced by external and internal evaluations and data such as journal or scholarly press acceptance rates).

Public recognition of a candidate's work in the form of prizes, awards, fellowships, and grants (although it is not required for tenure and promotion, external funding from prestigious sources is looked upon favorably)

Evidence of Scholarship and Creative Activity

Candidates may provide a variety of artifacts to demonstrate their engagement in scholarly and/or creative activities to include in promotion and/or tenure decisions. In addition to the required Statement on Scholarship/Creative Works, these may include but would not be limited to:

- peer-reviewed journal articles
- peer-reviewed book chapters
- peer-reviewed textbook
- peer-reviewed (refereed) conference proceedings
- a new edition or translation of a significant historical work or primary source
- substantial critical review essays in major academic journals or prestigious non-academic venues
- scholarship of Teaching and Learning (SoTL) publications
- original creative written works in prestigious venues

- significant digital humanities project or a portfolio of digital humanities projects
- peer-reviewed anthology or edited collection
- peer-reviewed collection of primary sources
- national or international fellowships, residencies, awards, prizes, and other significant honors
- refereed presentations (either podium, panel, or poster) at local, state, regional, national, and/or international conferences.
- juried shows, exhibitions, and performances (note whether national, regional, or local)
- serving as juror or curator for design, architecture, or visual art shows
- creative works commissioned
- creative works completed. Indicate the type of work, completion date, collaborators, nature of, and extent of collaboration. If there is a sponsoring organization, provide information about its significance within the discipline
- competitive or invitational art exhibitions/screenings
- performances by others of music, poetry, plays, etc., that you have authored.
- residencies and fellowships
- writing published in major scholarly workshops, seminars, colloquia, symposia, and institutes
- Published software, audio, multimedia, and so on (note whether refereed)
- developing a public portfolio composed of museum exhibits, films, community events, presentations, workshops, public lectures, and other relevant projects
- developing a portfolio of publicly engaged scholarship consisting of such items as blog posts, newspaper and magazine articles, editorials, essays, radio interviews, television interviews, podcasts, and other relevant projects
- submitting major grant and other funding proposals
- serving as a reviewer or panelist for national foundations
- other research activities to be determined at the discretion of the department tenure and promotion committee, external reviewers, etc.

Note: Candidates should consult their departmental guidelines for specificity and additional criteria.

EXPECTATIONS FOR TEACHING

Overview

The University strives to provide an outstanding education for its students. High-quality teaching is serious intellectual work grounded in deep knowledge and understanding of the field and the ability to convey that understanding clearly and engagingly. Faculty members are expected to examine their teaching practice continuously, seek innovative methods for increasing their impact on student learning, and apply current research on effective teaching in higher education to their

course design and delivery.

In addition, all faculty members must be committed to student success through their roles as advisors and mentors. Effective advising and mentoring of undergraduate and graduate students helps create an environment that fosters student learning and retention and is an indispensable component of the broader educational experience at the University.

Defining Teaching

Broadly, teaching activities encompass a variety of modes of engagement with students, consisting of much more than the hours faculty members spend in the classroom. These teaching activities can be grouped into five (5) categories and may include the following but would not be limited to:

Course Teaching

- Classroom instruction (face-to-face, hybrid, synchronously or asynchronously online)
- independent studies and other non-classroom modes of instruction
- Laboratory
- Studio Instruction
- Grand rounds, etc.
- TraveLearn

Clinical/Community Teaching

- Clinical Teaching
- Field Supervision
- Community-based experiences
- Community-engaged learning
- Preceptorship, etc.

Curriculum Development

- Course coordination/leadership
- Course development
- Program development
- Interdisciplinary or collaborative courses or projects
- Assessment and accreditation coordination, etc.

Mentorship/Advisement

- Major/Minor advisement
- Supervising graduate teaching assistants
- Dissertation committee, etc.
- Serving as a faculty adviser with student groups
- Facilitating experiential internship opportunities, etc.

Reflective Practice

- Scholarship of Teaching and Learning (SoTL)
- Discipline-Based Educational Research (DBER)
- Professional development on and for teaching
- Grants for improvement of curriculum and teaching, etc.

Evaluating Teaching

Evaluation of instructional activities is based on systematic and ongoing peer evaluations, following unit guidelines for peer review of teaching; tabulated responses from learners or participants of courses taught by the candidate; and evaluation, by student representatives, of teaching-related materials. Peer evaluations should be based on classroom observations and review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

Because there are many dimensions to pedagogical work and many aspects of teaching remain invisible, student evaluations alone are inadequate to provide comprehensive and convergent evidence of teaching effectiveness. In addition to student assessments, evaluations need to be obtained from individuals who understand the subject matter and recognize the intellectual effort and pedagogical merit involved in various instructional activities. It is best to use multiple measures involving multiple sources of data to evaluate the range of instructional activities, which can include the following:

- Instructional delivery (including quality, amount, and level of classroom instruction)
- Course planning (including development of course materials, course revision, and development of new courses)
- Grading and assessing student learning (including the appropriate level of assignments, exams, and grading standards)
- Course management (including supervision of GTAs)
- Oversight of independent studies, honors theses, prelims, dissertations
- Support for student internships, experiential learning, and service learning
- Department and curricular work (including participation in curriculum revision and departmental efforts to focus on teaching)
- Advising and mentoring
- Professional development and innovation around teaching

The evaluation of the quality of teaching activities considers aspects such as (1) rigor, (2) engagement, and (3) innovation, with an expectation of evolution in these areas in applications for promotion in rank.

Rigor: Teaching activities (as defined above) will demonstrate high-quality course design and evidence of curricular rigor. A candidate's syllabi must meet the highest disciplinary standards of rigor appropriate to the content and level of each course. They should reflect up-to-date knowledge of relevant scholarship and due consideration of the place of each course in the department and university curriculum.

Engagement: Teaching activities (as defined above) will show the faculty's knowledge of connecting with students within and outside the classroom. The faculty will be able to demonstrate how feedback has been used to improve teaching and student outcomes and utilize data that helps better understand the student experience.

Innovation: Teaching activities (as defined above) will show attention to maintenance, innovation, and improvement based on a documented study of curricular and pedagogical issues and

incorporating this information into the classroom. Faculty members may demonstrate that they utilize research from the literature on higher education, actively engage with colleagues and professional development to enhance teaching effectiveness, and conduct self-study on their practice.

Evidence of Teaching

Candidates may provide a variety of artifacts to demonstrate their engagement in teaching activities to include in promotion and/or tenure decisions. In addition to the required Statement on Teaching, Peer Observation Reports, and Student Evaluations of Teaching, these may include:

- Honors, Awards, or Recognitions
- Development of new courses and/or significant revision of existing courses
- Academic program development
- Teaching awards
- Peer reviews
- Documented student learning outcomes
- Publications about pedagogy and the scholarship of teaching
- Awards of external grants for teaching and laboratory equipment
- Instructional innovations
- Breadth and range of courses taught at all levels
- Mentoring and advising students
- Developing special class notes and other instructional material, e.g., study guides, laboratory manuals, and laboratory equipment
- Internationalization of curricula and courses, e.g., virtual exchange, [COIL](#) projects
- Teaching honors courses or recruiting and mentoring honors students
- Teaching courses supportive of university objectives (e.g., General Education learning communities, writing-enhanced courses, and civic engagement courses)
- Engagement with Professional Development
- Certifications
- Student papers, essays, or creative works
- Instructor-initiated informal student feedback
- Videos of teaching
- Pre- and post-assessment results
- Samples of feedback and student draft development
- Syllabi
- Teaching materials
- Exams and quizzes
- SoTL initiatives or classroom inquiry projects (publications will be evaluated as scholarship)
- Mentoring/Advisement reports
- Supervision of master's or doctoral thesis and participation in these committees

Note: Candidates should consult their departmental guidelines for specificity and additional criteria.

EXPECTATIONS FOR SERVICE

Overview

Faculty service is essential to the University's success in serving its central mission. Contributions to shared governance by each faculty member performing a reasonable share of service activities are indispensable. Formal, informal, and co-curricular service activities help to create a stimulating atmosphere that enriches the intellectual and cultural life of the campus.

Faculty members perform a broad array of services vital to supporting and sustaining the quality and effectiveness of the University and its programs (institutional service) and their disciplines (professional service). Faculty members are expected to serve the University, its students, clients, and programs as collegial and constructive members of the University and the broader community. Service to their department is expected and highly valued, such as supporting assessment and accreditation, serving on curriculum review and other committees, or attending open houses, commencement, and other such events.

Service to professional organizations contributes to the national and international intellectual communities of which Kean is a part. The part of faculty members' service duties that draw upon their professional expertise and/or are relevant to their assignment may be considered a component of a faculty member's scholarship or creative activity if the work meets the standard criteria of peer validation and dissemination.

Many faculty members make significant service contributions to university relations or the community that are not directly related to their appointments. Though valuable, these efforts are considered in promotion and tenure decisions only to the extent they contribute to the university's mission.

Defining Service

Broadly, service activities include internal and external engagement with the institution.

Internal: Service at the (1) program, (2) department, (3) college, and (4) university level contributing to the effective operation and growth of the institution.

These activities represent the essential participation of faculty in the administration of the University. This internal service helps the department, school, and university run smoothly. Each faculty member must carry a fair share of service.

Some examples of internal service include roles in:

- student recruiting
- administrative responsibility for a department program or special event
- advising student organizations
- participation in professional and educational accreditation reviews
- faculty governance
- administrative or leadership roles
- department, college, and university committees
- special university task forces, working groups, projects, etc.

- collaborative projects between Kean's campuses in Union, Ocean, and Wenzhou

External: Service to (1) the profession (active participation in professional and scholarly organizations) and (2) the community (applying academic skills and experience to community, local, national, or international organizations).

To remain current and establish national recognition, candidates should engage in some professional association activity related to their discipline. Involvement with regional organizations promotes the University's community engagement and public service goals and often increases opportunities for students' real-life experiences.

Some examples of external service to the profession include:

- leadership roles in major professional associations
- curating artistic performances, exhibitions, or other works
- being a member of an editorial board
- serving in an approved consultancy consistent with a university appointment
- editing, reviewing, or refereeing journal or academic press submissions
- organizing and participating in a conference/symposium
- public talks on policy issues, etc.
- adjudicating at conferences

Some examples of external service to the community include roles in:

- community and state programs
- consulting for government and industry that does not interfere with academic responsibilities
- participation in economic development efforts
- presentations to schools, industries, and other community organizations
- media interviews
- consultation with other educational institutions
- establishing international connections with the university
- developing or mentoring internships
- outreach activities to K-12 schools
- participating in service-learning projects, etc.

Some faculty will expand these external activities to a much higher academic level, conduct in-depth studies, and publish their findings; in these cases, the publications will be part of the dossier's scholarship and creative works component.

University expectations for service aim to balance protecting faculty from overextending themselves, thus impeding the development of their careers, and encouraging all faculty to contribute to advancing the department, the University, the academy, and civic society. Obligations will vary according to individual interests and as faculty advance through the ranks.

Over time, all faculty members are expected to make noteworthy contributions to our university and their respective professions. Appropriate service contributions are taken seriously in reappointment, tenure, and promotion decisions.

Chairpersons should allocate departmental service assignments for the year with attentiveness to

an equitable distribution. Special notice should be given to disproportionate service expectations on women and minority faculty members. It is considered best practice for a chairperson to recognize that when a faculty member is involved in a weighty service role, internally or externally, they might be temporarily excused from other demanding service roles. Such activities might include organizing a conference, serving as an officer in a disciplinary organization, preparing the department for a site visit necessary for accreditation, developing a new academic program, or serving as the editor of a major journal. The most crucial assignments, such as search committees or committees with critical work for the given year, should be done first to ensure that members are not over-committed.

Evaluating Service

The evaluation of the service activities considers aspects such as (1) intensity, (2) leadership, and (3) impact, as well as whether service entails release time. There is an expectation of evolution in these areas for applications for promotion in rank.

- **Intensity:** Service activities may range from short to longer duration and/or lesser to greater frequency of time commitment.
- **Leadership:** Service activities may involve participatory roles in leadership positions with varying levels of responsibility.
- **Impact:** Service activities may result in tangible products or outcomes that contribute to shorter- or longer-term results.

Table 1 below provides context for service and time commitment as it clusters campus service roles and committees into tiers to guide faculty and recognize the breadth of impact and institutional commitment demonstrated within each tier. This table is not a comprehensive list of campus service roles and committees. Instead, it should be used as a guide to describe campus service roles, committees (ad-hoc, regular, and non-governance), and non-traditional service activities not listed in the table. The work involved and the impact of specific campus service roles and committees may differ from that indicated in the table for a given individual.

Applicants should make the case for weighing and evaluating their service contributions in their service statement. Note: Faculty may count roles for which they received compensation through reassigned time or other pay as service.

Table 1: Examples of Campus Service by Breadth of Impact and Effort	
Service or Committee Tier	Service Role or Committee Examples (this is <u>not</u> a complete list—it serves to provide examples and should be seen as general guidelines—specific instances may vary)
Tier 1	<ul style="list-style-type: none"> • Department representative to the library • Department committee member (e.g., curriculum, search, program review/self-study)

	<ul style="list-style-type: none"> • Attendance at college and university activities such as open house, admission programs, Student recruitment efforts • Assisting in organizing Department or College Events for faculty
Tier 2	<ul style="list-style-type: none"> • Member of College Retention and Tenure Committee • Member of college committee or task force (e.g., curriculum, research, teaching etc.) • Member of University Planning Council • Member of University Senate • Faculty union vice president, treasurer, secretary, representative, or committee chair • Chair of school committee or task force (e.g., curriculum, accreditation, self-study) • Member, University Senate Committees: Academic Standards & Policy, Assessment, Library & Learning Commons, Writing Emphasis • Chair of College Retention and Tenure Committee, Department Faculty Search committee, Department/Program Self-Study/Accreditation Committee • Providing a service role with student clubs/organizations or activities
Tier 3	<ul style="list-style-type: none"> • Member of IRB Committee • Member of Standing Senate Curriculum Committees: University Curriculum Committee, General Education Committee, and Distance Learning Committee • Member of search committee for President, Provost, Dean • Member of University Senate • Chair/co-chair of Ad Hoc Task Force, Range Adjustment Committee, University Promotion Committee • Conducting ad hoc workshops, lectures and organizing conferences on campus • Leadership role in an activity/initiative that reaches out to individuals outside one's department/division to advance a cross-functional area approach to student success • University Senate representative to the Board of Trustees • Member of University Senate Executive Board
Tier 4	<ul style="list-style-type: none"> • Department chair, assistant/associate department chair, program coordinator • Chair/co-chair of Task Force, Institutional Review Board (IRB) • Chair/co-chair of Search committee for President, Provost, Dean • University Senate chair • Faculty union president

Evidence of Service

Candidates may provide a variety of artifacts to demonstrate their engagement in service activities to include in promotion and/or tenure decisions. In addition to the required Statement on Service,

these may include:

- Documentation of Service Activities with a description of responsibilities
- Honors, awards, or recognitions
- Invitations to serve on boards
- Materials and processes that have been created
- Reports or briefs developed
- Letters of recognition

Note: Candidates should consult their departmental guidelines for specificity and additional criteria.

GENERAL CRITERIA FOR PROMOTIONS

Criteria for Promotion from Assistant to Associate Professor

Promotion to the rank of Associate Professor is based upon evidence of the candidate's:

- demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- an appropriate balance of institutional and professional service.

Faculty may be promoted to Associate Professor or receive an initial appointment to that rank without an award of tenure. For most faculty appointed initially as Assistant Professors, tenure and promotion will be considered simultaneously after six years.

The decision to promote from Assistant to Associate Professor will weigh scholarship, teaching, and service in approximately the following manner with total adding to 100%:

- Scholarship and/or Creative Works: 30% to 50%
- Teaching: 30% to 50%
- Service: 10 to 20%

Moving from Associate to Full Professor

Promotion to the rank of Professor is based upon evidence of the candidate's:

- distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards, and recognition;
- distinction in scholarship and creative activity, as evident in the candidate's wide recognition and significant contributions to the field or profession;
- exemplary institutional and professional service, and an appropriate balance between the two.

Promotion from Associate to Full Professor will weigh scholarship, teaching, and service in approximately the following manner:

- Scholarship and/or Creative Works: 30% to 50%
- Teaching: 30% to 50%

- University Leadership in Service: 20%

Associate professors should continue to serve their departments as they did when they were assistant professors. They should expand the type of service activities by assuming a significant departmental position, e.g., member or chairperson of a search committee or an undergraduate studies committee member. Faculty members may also consider leadership roles in professional societies or editorial boards.

For promotion to full professor, the University looks for some College or University service, some professional service, and promise for even more outstanding leadership. Faculty members at the rank of full professor should set an example for the rest of the faculty and serve as spokespersons for advancement and progress in all areas. They should also be active in many less formal ways expected of senior leaders, as mentors to junior faculty members and as substantial contributors to the collegial atmosphere.

The difference between the service expectations for full professors and associate professors is not as much in quantity as in the level of responsibilities within each assignment. The percentage of distribution for professors is also 20%; however, more substantial quality contributions are expected than from associate professors.

Full professors should expand their service to their professional societies as they do for their departments, the College, and the University. They should assume leading roles in their professional societies, serve on editorial boards, and consider organizing conferences.

Special Consideration for Faculty Tenured Before 2001

Faculty tenured under vastly different working conditions pre-2001 with almost no requirements for research, received little research support, and were required to take on significant administrative and service responsibilities. These conditions should be considered when these faculty members apply for promotion. For faculty hired pre-2001, promotion to Associate or Full Professor can be considered primarily based on excellence in teaching and service.

Special Consideration for Faculty Tenured Before 2020

Faculty tenured under vastly different working conditions from 2001-2020 received varying research support and have been expected to take on significant administrative and service responsibilities. These conditions should be considered when these faculty members apply for promotion. For faculty hired pre-2020 and who have received minimal or no release time for research, promotion to Associate or Full Professor can be considered based on extraordinary records of leadership, outstanding teaching, exceptional service, and moderate research.

Reduced Teaching Load and Expectations for Tenure

Finally, following Montclair State University's breakdown of 40% scholarship, 40% teaching, and 20% service, we assert that the expectations outlined in the previous sections are generally achieved through a reduced teaching load. A review of tenure standards of several institutions with a 4/4 teaching load shows those institutions do not have any research status, and institutions with research status have 3/3 or, more commonly, 2/2 course loads. The university must be mindful of this when evaluating scholarly and/or creative works to avoid deviating from the university's central

mission.

Review, Approval, & Change History:

Approved by:

Effective on:

Policy Review cycle: