

The College of Communication & Fine Arts

Guidelines

for

Tenure and Promotion



TABLE OF CONTENTS

CCFA General College Guidelines for Tenure/Promotion.....	3-5
Organizing the CCFA Tenure/Promotion Application.....	6-7
Department of Art & Design Tenure/Promotion Guidelines.....	8-10
Department of Theatre & Dance Tenure/Promotion Guidelines.....	11-14
Department of English Tenure/Promotion Guidelines.....	15-20
Hall School of Journalism & Communication Tenure/Promotion Guidelines.....	21-23
Department of Modern Languages & Classics Tenure/Promotion Guidelines.....	24
Long School of Music Tenure/Promotion Guidelines.....	25-27
Appendix A (Required Contents for every Tenure/Promotion application).....	28
Appendix B (General Guidelines for the Faculty Essay).....	29
Appendix C (Sample Template of the Faculty Essay).....	30
Appendix D (General Suggestions for Organizing the CV).....	31
Appendix E (Digital Measures and the CV).....	32
Appendix F (Tenure/Promotion Flow Chart).....	33

Communication & Fine Arts Promotion and Tenure Guidelines

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No part of this document is intended to supersede or replace the *Troy University Faculty Handbook*; in addition to these guidelines, candidates for tenure/promotion in the College of Communication & Fine Arts must also follow the T&P guidelines listed in the *Troy University Faculty Handbook*. Please consult the Faculty Handbook for further reference.

General Overview:

Tenure and promotion (T&P) are among the most important decisions that universities make about their faculty members. The fact that these decisions are shared among the department, school, college, and university as well as the faculty and administration indicates the importance of the T&P process. Decisions to award tenure and/or promotion must take into account the long-term goals of the institution, college, school, and department; the review committees must also consider the individuals being evaluated and strive to be fair and accountable to both the candidates and to the university.

Tenure and promotion is an earned privilege, not a right. Faculty members who are candidates for tenure and/or promotion have responsibilities to develop professionally, to become valued members of TROY's academic community, and to strive for excellence in teaching, service, and research/creative activities.

Tenure and promotion guidelines are provided in the *Troy University Faculty Handbook*. The College Review Committee (CRC) for the College of Communication & Fine Arts (CCFA) meets each year to evaluate the T&P process for efficiency and effectiveness. There are very few, if any, absolutes; however, in the following pages, the CCFA has tried to articulate suggestions and/or guidelines to assist the applicants for tenure and/or promotion as well as the T&P committees to make this a more positive and productive experience for all involved.

There is no single evaluation formula or technique for promotion and tenure that may be applied to all faculty members. Every faculty member's T&P portfolio must be individually reviewed and evaluated; thus, there are no thresholds for either promotion or tenure given or implied in this document. The point scales and evaluation guidelines are to be used as *one* of the tools to aid the department and/or school and college's T&P committees. Since there are many ways to validate faculty, the reliance on a single scale or tool for these important items would restrict the spirit of academic freedom and the traditional T&P process found in higher education.

All full-time, tenure-track faculty members in the CCFA must be evaluated annually in the areas of teaching, research/creative activities, and service in accordance with their mutually agreed-upon Professional Development Plans (PDP) and their department's objectives.

At the beginning of the academic year, all full-time faculty members in consultation with the Director/Chair will establish their tentative percentages in their PDPs. Teaching loads are determined in accordance with individual program and enrollment needs as well as funding. The

percentage of assignments among teaching, service, and research/creative activities are determined on a yearly basis and may be changed based on the faculty member's projected activities and the college's needs.

According to the *Troy University Faculty Handbook*, the initial responsibility for applying for advancement in rank and the burden of proof for advancement rests with each individual faculty member. Each T&P portfolio will stand on its own merit; decisions will be based on demonstrated evidence provided by the candidate; and all evaluation is subjective. No faculty member is entitled to promotion and/or tenure solely based on length of service.

The *Troy University Faculty Handbook* states that teaching, research/creative activity, and service should be considered when reviewing a candidate for promotion and/or tenure; however, these three areas do not need to be treated equally. Their contributions to the T&P process should be determined as much as possible in mutual agreement between the candidate and the Director/Chair by using the candidate's PDP as the basis for negotiations.

We all recognize the limitations of this document; still, it does provide a snapshot of a faculty member's work during the T&P process on a wide range of activities. Additionally, it should be noted that this is not intended to be a definitive structure and that senior faculty members are encouraged to be active participants in the evaluation of junior faculty throughout their tenure, not just during the T&P cycle.

To ensure the integrity of the T&P process, there are two levels of analysis and endorsement before the materials reach the Chancellor for final evaluation:

1. The College Dean and the CCFA College Review Committee (CRC)
2. The Senior VC for Academic Affairs and the University Review Committee (URC)
3. The Chancellor of Troy University

Terminal Degrees: (from the *Troy University Faculty Handbook*): 3.2.1.2 ASSISTANT PROFESSOR: Possession of an appropriate earned doctorate or an appropriate professional degree from a regionally accredited institution, or accomplishments that are considered equivalent (e.g., outstanding performance in the creative arts or in the business community or excellence in teaching at the rank of instructor).

The Master of Fine Arts (M.F.A.) is considered the terminal degree for visual artists and performance and production theater faculty. No academic degree other than the M.F.A. or equivalent professional achievement should be regarded as qualification for appointment to professional rank, promotion, or tenure. Degrees in education and related fields should not be required except for faculty appointed specifically to teach courses in Education. Similarly, education degrees should not be regarded as constituting appropriate preparation for teaching studio art or theater. For most disciplines in the CCFA (Music, Speech, Journalism, English, and Foreign Languages), the Ph.D., D.M.A, D.M. or a doctoral equivalent is the preferred terminal degree; however, there are exceptions for faculty members with extenuating circumstances including national acclaim in their field. The Master of Music in Media Writing and Production, for example, is considered a terminal degree in music, and the M.F.A. in Creative Writing is

considered a terminal degree for English faculty who specialize in creative writing. Degree requirements for T&P must be made clear at the time of appointment and expectations should not change during an individual's probationary period.

General Criteria for Tenure and Promotion: The criteria for promotion, retention, and tenure for CCFA faculty shall be teaching effectiveness; professional development; research and/or creative activity; and service to the Department or School, College, and University.

Teaching: While student evaluations are meaningful aids in determining teaching effectiveness, those involved in the review process should also consider the following: peer reviews of teaching, teaching awards, innovative pedagogy, student achievements, student awards, and any other applicable methods of evaluating teaching effectiveness.

Research/Creative Activities: While traditional scholarly research is generally considered one of the three legs of the T&P stool (which consists of Teaching, Research/Creative Activity, and Service), the CCFA faculty often direct their scholarly pursuits in creative and artistic activities. The conundrum for faculty outside of the CCFA is how to fairly and adequately evaluate a creative body of work. English and Speech, for example, might consider exceptional scholarly work as an article published in a highly regarded journal of national/international scope or significance. For a sculptor, however, having his/her artwork exhibited at the Whitney Museum or reviewed by an internationally-known critic for a top tier publication constitutes creative scholarship; likewise, a musician's debut at Carnegie Hall or a theatrical artist's design or performance chosen for professional production or publication signifies intellectual and artistic excellence. The organization of the CCFA is such that it includes both faculty who are valued for their visual and performing arts as well as faculty who are valued for their traditional scholarly research and publication.

The visual and performing arts programs within the CCFA should define their standards of excellence based on realistic criteria. Research and/or performance expectations should be commensurate with teaching loads, service to the institution, and professional and financial support. Teaching expectations should be commensurate with class size, facilities, and teaching loads, and professional expectations should consider changes in academia, the commercial marketplace, the discipline of the visual and performing arts faculty member, and so on. When a faculty member applies for tenure and/or promotion, justification for a change in status must be reflected in the content and presentation of the T&P portfolio. Chairs, Directors, and senior faculty members have an obligation to assist junior faculty members in reviewing and preparing their materials, but ultimately, each faculty member is responsible for his/her own Portfolio.

Service: In support of TROY's Internationalization and Study Abroad efforts, all CCFA Chairs/Directors are encouraged to award university service to faculty who lead Study Abroad Excursions. (Note: consult department guidelines for additional service requirements).

The College Review Committee (CRC) of the CCFA will review all candidates' T&P portfolios by evaluating their teaching, scholarly/creative activity, and service to determine the success or failure of their bid for tenure and/or promotion. All candidates for T&P are responsible for

submitting a professional portfolio and supporting documents as compelling evidence that demonstrates their achievements in teaching, scholarly/creative activity, and service.

The College of Communication & Fine Arts General Guidelines for Organizing T&P Application Files

Please present all items in the order they are listed in these guidelines. Files or portions of files may not be evaluated towards tenure/promotion if the following occurs:

- 1) files or portions of files do not open due to failure to follow procedures
- 2) files or portions of files are not legible
- 3) files or portions of files are created using incompatible software or programs

Organizational Requirements: all of the subcategories should be organized in reverse chronological order (2014, 2013, 2012, etc.) and should appear in the exact order as stated in these guidelines. Note that the complete application contains seven sections, but some of these sections have subcategories. Each section should contain its own separate pdf file, clearly labeled, with the subcategories included in the corresponding file.

Each Portfolio must include the following items as separate files:

- I. Review Information
- II. Faculty Essay
- III. Professional Development Plans
- IV. Faculty Evaluations
- V. Course Evaluations
- VI. Supporting Documentation of Activities and Achievements
- VII. Forms

A. Table of Contents: Include a Table of Contents on the first page of section one. An example of a Table of Contents page is included in Appendix A.

I. Review Information:

- A. Form A: Intent to Apply Form
- B. Form B: Review Information Form
- C. Faculty Handbook Designation Form (if applicable)

II. Faculty Essay: The Faculty Essay should be a narrative summary of the candidate's relevant accomplishments during the evaluation period. The Faculty Essay must address the applicant's teaching effectiveness, scholarship and creative activities, leadership and service to the department, college, university, community, and discipline, and professional competence and activities. The Faculty Essay may be ten pages maximum in length, typed, 12 point font, double-spaced, and set in one-inch margins. Consult Appendix B. for additional details.

III. Professional Development Plans: Include signed yearly plans for all years within the period of consideration.

IV. Faculty Evaluations: include signed annual evaluations for all years within the period of consideration.

V. Course Evaluations: Include course evaluations for all years within the period of consideration.

VI. Supporting Documentation of Activities and Achievements: Include the Curriculum Vita (CV) as well as all supporting documentation of activities and achievements. The CV should be formatted through Digital Measures and contain a summary of academic work history, achievements, activities, and any other information that demonstrates (or supports) the candidate's role as an academic. Consult Appendix C for more information about the CV.

In the case of published research, applicants need not include the entire piece; a copy of the title page that shows the author's name and title or the Table of Contents page that shows the work within the venue is sufficient. Candidates are encouraged to compile all supporting documents according to the three main categories within the T&P process:

- i. Teaching
- ii. Research and/or Creative Work/Activities
- iii. Service

VII. Forms: The dean of the applicant's college will include the appropriate T&P forms in the applicant's portfolio. These forms include:

- 1) Form C: Candidate Evaluation Form
- 2) Form D: Tracking Form – Promotion (if applicable)
- 3) Form E: Tracking Form – Tenure (if applicable)
- 4) Form F: Chair's Recommendation Form
- 5) Associate Dean's Recommendation Form (if applicable)
- 6) Form H: College Review Committee Recommendation Form
- 7) Form I: Dean's Recommendation Form

Note: The Faculty Essay may be used to address/explain any missing or incomplete information or documentation such as an evaluation without a supervisor's signature or less-than-favorable comments on course evaluations. Any uncertainty about the tenure and promotion application process or any questions about procedures should be addressed to the chair, director, or dean.

Department of Art and Design Tenure and/or Promotion Guidelines

Rank	Teaching	Research/Creative Activities	Service
INSTRUCTOR	<p><u>Minimum Requirements</u> Competence in instruction based on positive Supervisor’s Annual Evaluation (takes into consideration Student Evaluations and <i>Troy University Faculty Handbook</i> requirements). Evidence of use of technology; creation of teaching material</p>	<p><u>Minimum Requirements</u> N/A</p>	<p><u>Minimum Requirements</u> Proven potential to fulfill duties/responsibilities as a faculty member. Fulfills service requirements as assigned by chair at department and college level (advising, departmental meetings, and graduation).</p>
ASSISTANT PROFESSOR Terminal degree	<p><u>Minimum Requirements</u> Competence in instruction based on positive Supervisor’s Annual Evaluation (takes into consideration Student Evaluations and <i>Troy University Faculty Handbook</i> requirements). Evidence of use of technology.</p>	<p><u>Minimum Requirements</u> Tier 1: 2 items Tier 2: 2 items Tier 3: 4 items</p>	<p><u>Minimum Requirements</u> Proven potential to fulfill duties/responsibilities as a faculty member. Fulfills service requirements as assigned by the chair at department and college level (advising, departmental meetings and graduation). Evidence of discipline related service at the community and state level.</p>
ASSOCIATE PROFESSOR Terminal degree	<p><u>Minimum Requirements</u> Sustained level of teaching effectiveness based on Supervisor’s Annual Evaluation (takes into consideration Student Evaluations and <i>Troy University Faculty Handbook</i> requirements). Initiates and provides leadership role in course development and curriculum reviews.</p>	<p><u>Minimum Requirements</u> Tier 1: 2 items (1- being a refereed national or international scope exhibition or published article) Tier 2: 3 items Tier 3: 4 items</p>	<p><u>Minimum Requirements</u> Must meet the minimum service requirements for the rank of Assistant and consistent fulfillment of faculty responsibilities/duties. Fulfills service requirements at a broader level of college, university, and discipline. Participates in assigned tasks as they relate to accreditation.</p>
PROFESSOR	<p><u>Minimum Requirements</u> Must have all of the minimum requirements for the rank of Associate and assumes a leadership role in the department as a resource for teaching methods and mentoring junior faculty.</p>	<p><u>Minimum Requirements</u> Tier 1: 3 items (1- being a refereed national or international scope exhibition or published article) Tier 2: 3 items Tier 3: 4 items</p>	<p><u>Minimum Requirements</u> Must meet the minimum service requirements for the rank of Associate Professor and be recognized as a faculty leader contributing to the needs of the university. Evidence of service on a broader level of college, university, discipline, profession and to public entities as they relate to the needs of the above. Actively participates in accreditation to include formulation and writing of self-study documents.</p>

Department of Art and Design – Explanation of Tier Criteria

Tier One	Tier Two	Tier Three
<p>National/International refereed publications of writing on art, design or related topics (mentorship/collaboration/creativity/education/administration/leadership/etc.) book, book supplement, critical review, feature article, book review, etc.</p> <p>Reproduction of work in National/International Refereed Publication and online.</p>	<p>State/Regional refereed publication of writing on art, design or related topics (mentorship/collaboration/creativity/education/administration/leadership/etc.) book, book supplement, critical review, feature article, book review, etc.</p> <p>Reproduction of work in State/Regional Refereed Publication and online.</p>	<p>Non-refereed Publication of writing on art, design or related topics (mentorship/collaboration/creativity/education/administration/leadership/etc.) book, book supplement, critical review, feature article, book review, etc.</p> <p>Reproduction of work in Non-refereed Publication and online.</p>
<p>Funded External Grant (May be counted one time)</p>	<p>External Grant Submission* (May be counted one time)</p>	
<p>Successful patent or trademark of invented tools, materials, processes, materials, or methodologies related to art and design.</p>	<p>Application for patent or trademark of invented tools, materials, processes, materials, or methodologies related to art and design.</p>	<p>Design and exploration towards development of new tools, materials, processes, materials, or methodologies related to art and design.</p>
<p>Creative work is selected in a National/ International Juried Group Exhibition.</p> <p>National/ International Solo Exhibition.</p>	<p>Creative work is selected in a State/Regional Juried Group Exhibition.</p> <p>State/Regional Solo Exhibition.</p>	<p>Creative work is selected in a Local Juried or Invitation Group Exhibition.</p> <p>Creative work is selected in a lower stature venue that may or may not be juried.</p> <p>Local Solo Exhibition.</p>
<p>Professional review of performance/ exhibition/ creative work in a national or international publication or venue.</p> <p>Professional review of scholarly work in a national or international publication.</p>	<p>Professional review of performance/exhibition/creative work in a state/regional publication or venue.</p> <p>Professional review of scholarly work in a state/regional publication.</p>	<p>Professional review of performance /exhibition/creative work in a Troy University/local publication or venue.</p> <p>Professional review of scholarly work in a Troy University/local publication.</p>
<p>Recipient of a national or international award/grant/ or fellowship.</p>	<p>Recipient of a state or regional award/grant/ or fellowship.</p>	<p>Recipient of a Troy University or local award/grant/ or fellowship.</p>
<p>Appointment to an office or board of a national or international professional/scholarly organization.</p> <p>Appointment to serve on a national or international professional panel.</p> <p>Adjudication for a national or international art/design competition.</p>	<p>Appointment to a scholarly office or board of a state or regional professional organization.</p> <p>Appointment to serve on a state or regional professional panel.</p> <p>Adjudication for a state or regional art/design competition.</p>	<p>Appointment to a scholarly office or board of a Troy University or local professional organization.</p> <p>Appointment to serve on a Troy University or local professional panel.</p> <p>Adjudication for a Troy University or local art/design competition.</p>
<p>Elected officer of a professional organization (national or international in scope) in service to the profession.</p>	<p>Elected officer of a professional organization (local or regional in scope) in service to the profession.</p> <p>Active member of a professional organization.</p>	<p>Member of a professional organization.</p>

***A funded Internal Grant may be counted as one service contribution**

Department of Art and Design – Explanation of Tier Criteria

Tier One	Tier Two	Tier Three
Refereed professional presentation (paper, portfolio or critical review) made to a national or international audience of professional peers.	Refereed professional presentation (paper, portfolio or critical review) made to a state or regional audience of professional peers.	Non-refereed professional paper presentation made to a local university or community audience.
Active participant in a national conference or institute.	Active participant in a regional conference or institute.	Active participant in a state or local conference or institute.
Continued post-terminal education in discipline or related field.	Continued professional studies, certifications or workshops in discipline or related field.	Professional Development/ certifications or workshops through Troy University.
Recognizable significant contribution towards developing educational research and practice for teaching art and design (e.g. course creation, program development, original syllabi writing, assessment development and measurement, etc.)	Moderate contribution towards developing educational research and practice for teaching art and design (e.g. course creation, program development, original syllabi writing, assessment development and measurement, etc.)	Some contribution towards developing educational research and practice for teaching art and design (e.g. course creation, program development, original syllabi writing, assessment development and measurement, etc.)
Significant level of professional practice in artistic field as represented by prolific artistic creation, significant gallery representation and exhibition, well-established and recognized external studio site, and significant client roster, and significant collectors.	Moderate level of professional practice in artistic field as represented by some artistic creation, gallery representation, established external studio site, a growing roster of clients and collectors.	Developing a personal, professional studio practice through artistic creation, pursuit of gallery representation and exhibition and a developing strategy for gaining clients and collectors.
Significant contribution and leadership shown in the areas of blending art or design with other academic and professional disciplines. Showcasing of interdisciplinary examples or case studies to a national or international audience through presentation or publication.	Moderate contribution towards blending art or design with other academic and professional disciplines. This can be represented by internal trans-disciplinary initiatives such as “sophomore seminar in critical thinking,” “writing across the curriculum,” “common reading initiative,” etc. Or, this can be represented by other external means.	Participatory in some cross-disciplinary activities within the Department, College or University.

Department of Theatre and Dance – Tenure Guidelines

Rank	Teaching	Research/Creative Work	Service
Instructor	<p><u>Minimum Requirements</u> Competence in teaching based on <i>Troy University Faculty Handbook</i> criteria and supervisor’s positive annual evaluation.</p>	<p><u>Minimum Requirements</u> N/A</p>	<p><u>Minimum Requirements</u> Demonstrates potential to fulfill duties as a faculty member; completes service requirements as assigned by chair at department and college level (advising, dept. meetings, graduation).</p>
Assistant Professor	<p><u>Minimum Requirements</u> Competence in teaching based on <i>Troy University Faculty Handbook</i> criteria and supervisor’s positive annual evaluation; evidence of use of technology.</p>	<p><u>Minimum Requirements</u> 1) Three items from Tier 1 <i>and</i> 2) Two items from Tier 2 or three items from Tier 3</p>	<p><u>Minimum Requirements</u> Demonstrates potential to fulfill duties as a faculty member; completes service requirements as assigned by chair at department and college level (advising, dept. meetings, graduation); evidence of discipline-related service at the state and community level.</p>
Associate Professor	<p><u>Minimum Requirements</u> Sustained level of teaching based on <i>Troy University Faculty Handbook</i> criteria and supervisor’s positive annual evaluation; evidence of use of technology; initiates and provides leadership in course and curriculum development.</p>	<p><u>Minimum Requirements</u> 1) Four items from Tier 1 <i>and</i> 2) Three items from Tier 2 or four items from Tier 3</p>	<p><u>Minimum Requirements</u> Must meet the minimum requirements for Assistant Professor and demonstrate consistent fulfillment of duties as a faculty member; completes service requirements at a broader level of university, college, and department service; participates in assigned tasks relating to accreditation and department growth.</p>
Professor	<p><u>Minimum Requirements</u> Must meet all of the minimum requirements for Associate Professor; assumes a role of leadership in the department as a resource for teaching methods, service opportunities, and mentoring junior faculty.</p>	<p><u>Minimum Requirements</u> 1) Five items from Tier 1 <i>and</i> 2) Four items from Tier 2 or five items from Tier 3</p>	<p><u>Minimum Requirements</u> Must meet the minimum requirements for Associate Professor and be recognized as a faculty leader who contributes to the needs of the university, college, department, discipline, and profession; participates in assigned tasks relating to accreditation and department growth.</p>

Department of Theatre & Dance – Promotion Guidelines

Rank	Teaching	Research/Creative Work	Service
Instructor	<p><u>Minimum Requirements</u> Competence in teaching based on <i>Troy University Faculty Handbook</i> criteria and supervisor’s positive annual evaluation.</p>	<p><u>Minimum Requirements</u> N/A</p>	<p><u>Minimum Requirements</u> Demonstrates potential to fulfill duties as a faculty member; completes service requirements as assigned by chair at department and college level (advising, dept. meetings, graduation).</p>
Assistant Professor	<p><u>Minimum Requirements</u> Competence in teaching based on <i>Troy University Faculty Handbook</i> criteria and supervisor’s positive annual evaluation; evidence of use of technology.</p>	<p><u>Minimum Requirements</u> 1) Three items from Tier 1 <i>and</i> 2) Two items from Tier 2 or three items from Tier 3</p>	<p><u>Minimum Requirements</u> Demonstrates potential to fulfill duties as a faculty member; completes service requirements as assigned by chair at department and college level (advising, dept. meetings, graduation); evidence of discipline-related service at the state and community level.</p>
Associate Professor	<p><u>Minimum Requirements</u> Sustained level of teaching based on <i>Troy University Faculty Handbook</i> criteria and supervisor’s positive annual evaluation; evidence of use of technology; initiates and provides leadership in course and curriculum development.</p>	<p><u>Minimum Requirements</u> 1) Four items from Tier 1 <i>and</i> 2) Three items from Tier 2 or four items from Tier 3</p>	<p><u>Minimum Requirements</u> Must meet the minimum requirements for Assistant Professor and demonstrate consistent fulfillment of duties as a faculty member; completes service requirements at a broader level of university, college, and department service; participates in assigned tasks relating to accreditation and department growth.</p>
Professor	<p><u>Minimum Requirements</u> Must meet all of the minimum requirements for Associate Professor; assumes a role of leadership in the department as a resource for teaching methods, service opportunities, and mentoring junior faculty.</p>	<p><u>Minimum Requirements</u> 1) Five items from Tier 1 <i>and</i> 2) Four items from Tier 2 or five items from Tier 3</p>	<p><u>Minimum Requirements</u> Must meet the minimum requirements for Associate Professor and be recognized as a faculty leader who contributes to the needs of the university, college, department, discipline, and profession; participates in assigned tasks relating to accreditation and department growth.</p>

Department of Theatre & Dance – Explanation of Tier Criteria

Tier One	Tier Two	Tier Three
Director, Designer, Performer (leading role), Technical Director, Playwright, Choreographer, or Music Director for a major theatre production with peer review written response with a designation of “Recommended” or “Highly Recommended” and/or with invitation to a regional, national, or international festival, showcase, or juried event.	Director, Designer, Performer (leading role), Technical Director, Playwright, Choreographer, or Music Director for a major theatre production with peer review written response with a positive review.	Guest adjudicator for another college or university theatre production through KC/ACTF or other recognized peer review process with oral and written response.
Director, Designer, Performer (leading role), Technical Director, Playwright, Choreographer, or Music Director for production that appears at a regional, national, or international festival, showcase, or juried event. Production must appear at event for T&P credit to be awarded.	Regionally critically acclaimed production work or merit achievement recognition in Direction, Design, Production, Performance, Playwriting, Dramaturgy, Criticism, or Management.	Guest adjudicator for high school or community college theatre production through state or regional theatre organization. Guest adjudicator/judge for high school or university individual events, competitions, auditions (Trumbauer Festival, Intercollegiate Forensics Competitions, etc.)
Internationally and/or nationally critically acclaimed production work in Direction, Design, Production, Performance, Playwriting, Dramaturgy, Criticism, or Management (award, fellowship, published recognition, etc.)	Guest professional theatre artist under external contract to an institution of higher education for the following: acting, directing, scene design, lighting design, costume design and/or execution of design, playwriting, choreography or dramaturgy, etc.	State or local critically acclaimed production work or merit achievement recognition in Direction, Design, Production, Performance, Playwriting, Dramaturgy, Criticism, or Management.
Guest professional theatre artist under external contract to a professionally producing organization for the following: acting, directing, scene design, lighting design, costume design and/or execution of design, playwriting, choreography or dramaturgy, etc.	Adjudicator of productions, individual competitions or portfolio review at national or international professional conference.	Consulting work product (e.g., report, survey, tests, audit) or active practitioner, consultant, director, designer, etc. for external clients on the community or K-12 level or equivalent.
Chair and lead presenter for panel discussion or workshop at a national or international conference.	Presentation of professional theatre workshop at state, regional, or national conference or festival.	Adjudicator of productions, individual competitions, or portfolio review at state or regional professional conference.
Publication of periodical/journal article (academic, professional, practitioner).	Paper presented and/or published in proceedings of state, regional, or international professional conferences.	Moderator/discussant at state, regional, national, international meeting.
Publication of book/monograph (including dissertation) authored or edited. This includes published scripts and creative writings.	Book, play script, or theatre performance review published in refereed periodical.	Abstract presented and/or published in proceedings of state, regional, national, or International professional conferences.
Chapter, case study, or instructional materials.	Teaching material (e.g., published instructor’s manual).	Book or chapter review for publisher of academic or commercial literature.
Planning and coordination of a national or international conference.	Planning and coordination of a regional or state conference.	Poster presentation before learned societies.

Department of Theatre & Dance – Explanation of Tier Criteria

Tier One	Tier Two	Tier Three
Funded External Grant (May be counted one time)	External Grant Submission* (May be counted one time)	Attending a regional, national, or international conference related to field/area of expertise.
Development of an educational partnership with a university, conservatory or academy that provides credit exchange for Troy University students studying internationally.	Creation curriculum for Travel Study course and hosting students to a national or international center of involvement for their field of study.	Receipt of awards, fellowship, internal grants, etc. for scholarly or creative projects other than those listed in Tier 1 and Tier 2.
Receipt of certificate, endorsement, or degree requiring major time commitment.	Participation in professional development workshop or training requiring major time commitment.	Creation of new course to be included in online or on-campus curriculum or development of existing class into online course.
Writing that is accepted or invited into festival, showcase, contest for a fully realized production in an outside academic setting or by a professional company.	Writing that is accepted or invited into festival, showcase, contest for a workshop production in an outside academic setting, or by a professional company.	Attendance/Participation in professional development workshop or training requiring minor time commitment.
Election or appointment to a national or international board or executive committee for an organization in professional or academic field.	Election or appointment to a regional board or executive committee for an organization in professional or academic field.	Writing that is accepted or invited into festival, showcase, or contest for public reading or publishing in a collection of works.
Other original work in the arts (performance art, film, one-act or full-length play, etc.).	Other as approved by Chair.	Election or appointment to a state board or executive committee for an organization in professional or academic field.
Other as approved by Chair.		Coach/mentor for student(s) selected through adjudicated performances for competition in regional or national events (Irene Ryan, design, costume, stage management, lighting, sound, etc.)
		Other as approved by Chair.

***A funded Internal Grant may be counted as one service contribution**

Department of English Tenure and Promotion Guidelines

These guidelines offer faculty, supervisors, and administrators direction and guidance regarding tenure and/or promotion for Troy University English faculty; these guidelines also present a standard by which candidates for tenure and promotion as well as supervisors and reviewers may gauge the applicant's progress towards tenure and/or promotion. These guidelines do not supersede the Tenure and Promotion Guidelines of the College of Communication & Fine Arts or the Tenure and Promotion Guidelines in the *Troy University Faculty Handbook*.

The Department of English's Tenure and Promotion Guidelines contain three caveats:

- 1) The criteria expressed within these guidelines establish minimum standards and do not constitute a guarantee of tenure and/or promotion. English faculty must meet these guidelines as well as those outlined by the College of Communication & Fine Arts and the Faculty Handbook to be *considered* for tenure and promotion.

- 2) Concentrations or specialized fields within the English department (including, but not limited to Professional Writing, Creative Writing, Rhetoric and Composition, English Education, and Linguistics) may choose to adopt more stringent guidelines where appropriate.

- 3) These guidelines apply specifically to Troy University English faculty, but due to the diversity of the College of Communication & Fine Arts, the criteria and standards listed within these guidelines may need to be synthesized with those of the college. In addition to the criteria listed in the two grids on the following pages, qualitative factors may be considered when judging the merits of a candidate's application for tenure and promotion. Some qualitative factors that may be considered include (but are not limited to) the following:
 - ⊕ Demonstrated ability to develop individual (or unique) scholarship,
 - ⊕ Quality and/or impact of scholarly research,
 - ⊕ Competitive level/quality of publication venue,
 - ⊕ Competitive level of conference presentation (local/regional/national/international),
 - ⊕ Growth of scholarship beyond dissertation,
 - ⊕ Consistency of scholarship over time,
 - ⊕ Quality of service contributions,
 - ⊕ Other applicable considerations as determined by the department chair.

Department of English – A Note on Service

“Service” means the duties that faculty members perform outside of teaching and research/scholarship. Troy University can function properly only if its faculty participates in the governance of the university and supports its activities and events. Faculty members must be willing to perform a reasonable amount of non-teaching assignments, attend meetings, and contribute to the decision-making process when and where applicable. The varying levels of service include the following:

- ✦ Department
- ✦ College
- ✦ University
- ✦ Profession
- ✦ Community

The list of committees may be found on the Troy University website; candidates may also wish to contact department chairs, deans, and other supervisors for service opportunities.

Service to the department, college, and university may include (but is not limited to) the following:

- ✦ Advising students
- ✦ Directing student research projects (such as a master’s thesis or field project)
- ✦ Attending departmental meetings
- ✦ Serving on departmental committees such as a textbook committee or hiring committee
- ✦ Serving on college committees such as the CRC
- ✦ Participating in college events such as Career Day
- ✦ Assisting with college recruiting events
- ✦ Attending college-sponsored performances such as lectures, plays, and concert recitals
- ✦ Serving on university committees
- ✦ Serving the university in supervisory or leadership roles
- ✦ Other appropriate service as determined by the department chair

Service to the profession may include (but is not limited to) the following:

- ✦ Review or referee service to professional journals, newsletters, and web posts
- ✦ Review or referee service to an academic press or other publisher
- ✦ Committee or sub-committee service to professional organizations
- ✦ Organizing or sponsoring a conference, conference panel, paper presentation, or lecture
- ✦ Leadership position of discussion groups, listservs, or other academic activities
- ✦ Other appropriate service as determined by the department chair

Service to the community may include (but is not limited to) the following:

- ✦ Giving discipline-related lectures to community groups such as schools or churches
- ✦ Organizing, sponsoring, or leading a club related to the discipline (such as a creative writing club)
- ✦ Serving on expert panels relating to the discipline
- ✦ Serving on professional boards relating to the discipline
- ✦ Promoting the discipline through media (such as interviews)
- ✦ Other appropriate service as determined by the department chair

Note: service to the community should not include activities such as coaching a child's little league team or singing in the church choir; service to the community should have a relation or connection to the discipline.

Department of English – Guidelines for Tenure

Rank	Teaching	Research	Service
Instructor Master’s degree or higher	<u>Minimum Requirements</u> Teaching competence based on positive supervisor’s evaluations as well as course/student evaluations and Faculty Handbook requirements.	<u>Minimum Requirements</u> N.A.	<u>Minimum Requirements</u> Proven potential to fulfill duties/responsibilities as a faculty member; fulfills service requirements assigned by the chair at department and college level (including, but not limited to advising students, attending faculty meetings, graduation ceremonies, and other events.)
Assistant Professor Terminal degree or ABD status with time condition	<u>Minimum Requirements</u> Meets all the minimum requirements for the rank of Instructor; teaching competence based on positive supervisor’s evaluations as well as course/student evaluations and Faculty Handbook requirements; evidence of use of technology.	<u>Minimum Requirements</u> Potential for scholarship in field to include: 1) one item from Tier 1 <i>and</i> 2) three items from Tier 2 (or two items from Tier 2 and two items from Tier 3)	<u>Minimum Requirements</u> Proven potential to fulfill duties/responsibilities as a faculty member; fulfills service requirements assigned by the chair at the departmental and college level (including, but not limited to advising students, attending faculty meetings, graduation ceremonies and other events); demonstrates evidence of discipline-related service at the community and state level.
Associate Professor Terminal degree	<u>Minimum Requirements</u> Meets all the minimum requirements for the rank of Assistant Professor; sustained level of teaching effectiveness based on supervisor’s evaluations and course/student evaluations; promotes leadership and direction in course and curriculum design and development.	<u>Minimum Requirements</u> Proven scholarship in field; meets the minimum requirements for the rank of Assistant Professor. 1) two items from Tier 1 <i>and</i> 2) four items from Tier 2 (or three items from Tier 2 and two items from Tier 3)	<u>Minimum Requirements</u> Meets the minimum service requirements for the rank of Assistant Professor; demonstrates consistent fulfillment of faculty duties/responsibilities; provides broader service at the discipline, departmental, college, and university level; participates in tasks relating to accreditation.
Professor Terminal degree	<u>Minimum Requirements</u> Meets all the minimum requirements for the rank of Associate Professor; assumes a departmental role as a leader in teaching practices and methods; mentors junior faculty.	<u>Minimum Requirements</u> Mature scholarship in field; meets the minimum research requirements for the rank of Associate Professor. 1) a book or equivalent, such as four items from Tier 1 <i>and</i> 2) five items from Tier 2 (or three items from Tier 2 and three items from Tier 3)	<u>Minimum Requirements</u> Meets the minimum service requirements for the rank of Associate Professor; contributes to the needs of the university; demonstrates a broader level of service to the discipline, department, college, and university as well as the public; leads in activities relating to accreditation.

Department of English – Guidelines for Promotion

Rank	Teaching	Research	Service
Instructor Master's degree or higher	<u>Minimum Requirements</u> Teaching competence based on positive supervisor's evaluations as well as course/student evaluations and Faculty Handbook requirements.	<u>Minimum Requirements</u> N.A.	<u>Minimum Requirements</u> Proven potential to fulfill duties/responsibilities as a faculty member; fulfills service requirements assigned by the chair at department and college level (including, but not limited to advising students, attending faculty meetings, graduation, and other events).
Assistant Professor Terminal degree or ABD status with time condition	<u>Minimum Requirements</u> Meets all the minimum requirements for the rank of Instructor; teaching competence based on positive supervisor's evaluations as well as course/student evaluations and Faculty Handbook requirements; evidence of use of technology.	<u>Minimum Requirements</u> Proven scholarship in field and includes the following since last promotion: 1) three items from Tier 1 <i>and</i> 2) four items from Tier 2 (or two items from Tier 2 and three items from Tier 3)	<u>Minimum Requirements</u> Proven potential to fulfill duties/responsibilities as a faculty member; fulfills service requirements assigned by the chair at the department and college level (including, but not limited to advising students, attending faculty meetings, graduation, and other events); demonstrates evidence of discipline-related service at the community and state level.
Associate Professor Terminal degree	<u>Minimum Requirements</u> Meets all the minimum requirements for the rank of Assistant Professor; sustained level of teaching effectiveness based on supervisor's evaluations and course/student evaluations; promotes leadership and direction in course and curriculum design and development.	<u>Minimum Requirements</u> Proven scholarship in field; meets the minimum requirements for the rank of Associate Professor and includes the following since last promotion: 1) three items from Tier 1 <i>and</i> 2) five items from Tier 2 (or three items from Tier 2 and three items from Tier 3)	<u>Minimum Requirements</u> Meets the minimum service requirements for the rank of Assistant Professor; demonstrates consistent fulfillment of faculty duties/responsibilities; provides broader service at the discipline, departmental, college, and university level; participates in tasks relating to accreditation.
Professor Terminal degree	<u>Minimum Requirements</u> Meets all the minimum requirements for the rank of Associate Professor; assumes a departmental role as a leader in teaching practices and methods; mentors junior faculty.	<u>Minimum Requirements</u> Mature scholarship in field; meets the minimum research requirements for the rank of Professor and includes the following since last promotion: 1) a book or equivalent, such as four items from Tier 1 <i>and</i> 2) five items from Tier 2 (or three items from Tier 2 and three items from Tier 3)	<u>Minimum Requirements</u> Meets the minimum service requirements for the rank of Associate Professor; contributes to the needs of the university; demonstrates a broader level of service to the discipline, department, college, and university as well as the public; leads in activities relating to accreditation.

Explanation of Tier Criteria

Tier One	Tier Two	Tier Three
1) peer-reviewed journal article 2) chapter in peer-reviewed book 3) extended short story in peer-reviewed book/journal 4) extended poem in peer-reviewed book/journal 5) scholarly book (author, editor, or translator) 6) a novel, novella, book of poetry, screenplay, or other book-length creative writing 7) published peer-reviewed conference proceedings 8) published peer-reviewed teaching materials 9) Funded External Grant (May be counted one time) 10) other equivalent (equivalency TBD by dept. chair) NOTE: The department chair will determine the ranking (Tier One, Two, or Three) of any publication (academic or creative) that might raise questions during the review process.	1) international or national conference paper presentation 2) copyrights, inventions, or patents 3) published consulting or technical reports 4) External Grant Submission* (May be counted one time) 5) development/maintenance of research website 6) encyclopedia entry/article 7) invited presentation (e.g. keynote speaker) 8) editor/consultant peer-reviewed journal 9) poem, short story, or other creative writing of moderate length 10) other equivalent (equivalency TBD by dept. chair)	1) book review published in peer-reviewed journal 2) publication not peer-reviewed 3) poem, short story, or other creative writing not peer-reviewed 4) paper presentation at regional or local conference 5) other equivalent (equivalency TBD by dept. chair)

***A funded Internal Grant may be counted as one service contribution**

Hall School of Journalism & Communication Guidelines for Tenure and Promotion (March 2014)

For persons applying for:

Tenure, the minimum research requirements are: Three (3) Tier 1* intellectual contributions, one of which must be a peer reviewed publication. Tenure evaluations begin with the date of hire and end with the date of submission for Tenure at Troy University.

Assistant Professor, the minimum research requirements are: Three (3) Tier 1* intellectual contributions, one of which must be a peer reviewed publication.

Tenure and Promotion to Associate Professor, the minimum research requirements are: Three (3) Tier 1* intellectual contributions, one of which must be a peer reviewed publication for Tenure. Note* Evaluations done on intellectual contributions related to rank start at the date of assigned rank, not the hire date of tenure. This means a person can include work done as an Assistant Professor at another university for consideration to promotion to Associate Professor.

Associate Professor, the minimum research requirements are: Must meet all the minimum research requirements for the rank of Assistant Professor, and since last promotion: Three (3) Tier 1* intellectual contributions, one of which must be a peer reviewed publication. This evaluation is reserved for those individuals that have already achieved tenure. The three (3) Tier 1* intellectual contributions recorded for tenure cannot be used again for promotion; they are in addition to the minimum required for promotion.

Tenure and Promotion to Professor, the minimum research requirements are: Three (3) Tier 1* intellectual contributions, two (2) of which must be peer reviewed publications to complete the rank of Associate Professor requesting a promotion to Full Professor. For Full Professor, the minimum research requirements are: must meet the minimum research requirements for the rank of Associate Professor, and since last promotion: Three (3) Tier 1* intellectual contributions, one of which must be a peer reviewed publication. This evaluation is reserved for those individuals that have already achieved tenure. The three (3) Tier 1* intellectual contributions recorded for tenure cannot be used again for promotion...they are in addition to the minimum required for promotion.

Guidelines for Tenure and Promotion

Rank	Teaching	Research	Service
<p>Instructor (non tenure-track)</p> <p>(Masters degree required.)</p>	<p>Minimum Requirements: Competence in instruction based on positive Supervisor's Annual Evaluation (takes into consideration Student Evaluations and Faculty Handbook requirements). <u>Additional:</u> Evidence of use of technology; creation of teaching material.</p>	<p>Minimum Requirements: NA</p>	<p>Minimum Requirements: Proven potential to fulfill duties/responsibilities as a faculty member. Fulfills service requirements as assigned by chair at department and school level (advising, faculty meetings, and graduation).</p>
<p>Assistant Professor and/or Tenure* (Ph.D. preferred.)</p> <p>* Holders of Master's degrees with exceptional professional experience will be considered. Third-year review should use guidelines for requested rank</p>	<p>Minimum Requirements: Competence in instruction based on positive Supervisor's Annual Evaluation (takes into consideration Student Evaluations and Faculty Handbook requirements). Evidence of use of technology.</p>	<p>Minimum Requirements: Proven scholarship in field to include: Three (3) Tier 1* intellectual contributions, one (1) of which must be a peer reviewed publication. Tier 2* intellectual contributions will only be considered after Tier 1* minimum requirements have been met.</p>	<p>Minimum Requirements: Proven potential to fulfill duties/responsibilities as a faculty member. Fulfills service requirements as assigned by chair at department and school level (advising, faculty meetings, and graduation). Evidence of discipline related service at the community and state level.</p>
<p>Associate Professor (Ph.D. required.)</p>	<p>Minimum Requirements: Sustained level of teaching effectiveness based on Supervisor's Annual Evaluation (takes into consideration Student Evaluations and Faculty Handbook requirements). Initiates and provides leadership role in course development and curriculum reviews.</p>	<p>Minimum Requirements: Developed scholarship to include diversity in publication venues and topics. Must meet all the minimum research requirements for the rank of Assistant, and since last promotion, three (3) Tier 1* intellectual contributions, one of which must be a peer reviewed publication. Tier 2* intellectual contributions will only be considered after Tier 1* minimum requirements have been met.</p>	<p>Minimum Requirements: Must meet the minimum service requirements for the rank of Assistant and consistent fulfillment of faculty duties/responsibilities. Fulfills service requirements at a broader level of college, university, and discipline.</p>
<p>Professor (Ph.D. required.)</p>	<p>Minimum Requirements: Must have all the minimum requirements for the rank of Associate and assumes a leadership role in the department as a resource for teaching methods and mentoring junior faculty.</p>	<p>Minimum Requirements: Mature scholarship to include more depth and diversity in publications to include a demonstration of an invitational level of scholarship and a competitive level of scholarship. Must meet the minimum research requirements for the rank of Associate, and since last promotion, three (3) Tier 1* intellectual contributions, one of which must be a peer reviewed publication. Tier 2* intellectual contributions will only be considered after Tier 1* minimum requirements have been met.</p>	<p>Minimum Requirements: Must meet the minimum service requirements for the rank of Associate and be recognized as a faculty leader contributing to the needs of the university. Evidence of service on a broader level of college, university, discipline, profession and to public entities as they relate to the needs of the above.</p>

Hall School of Journalism & Communication

Explanation of Tier Criteria for Tenure and Promotion

Tier One (Required)	Tier Two (Optional and Additional)
Peer reviewed scholarly journal publication	Paper or abstract published in proceedings
Book (edited or authored)	Book review (published in refereed periodical)
Chapter or article in a peer reviewed or edited book	Book, chapter, or article review for textbook publisher or journal
Funded External Grant (May be counted one time)	Consulting work projects
Inventions and/or patent	External Grant Submission (May be counted one time)
Teaching material (published and peer reviewed)	Peer reviewed or invited regional/state oral/paper/poster/panel presentation
Peer reviewed or invited international or national oral/paper/poster/panel presentation (e.g., Keynote speaker, National organization convention with educational presentations)	

***A funded Internal Grant may be counted as one service contribution**

The Department of Modern Languages and Classics

Tenure and Promotion Guidelines

The faculty in the Department of Modern Languages and Classics are familiar with and adhere to the criteria for promotion and tenure as published in the Faculty Handbook. A faculty member applying for tenure and/or promotion must meet all of the established University requirements appropriate to the position sought. At the departmental level, the most important requirements are as follows:

1. Work collegially and congenially with all faculty and staff in the department. Be able to disagree respectfully and civilly.
2. Interact comfortably and positively with students, while at the same time demanding effort and accomplishment.
3. Become an active and contributing member of the larger community of foreign language teachers/scholars, working appropriately at the state, regional, and/or national levels.
4. Make presentations and contribute scholarly publications at the state, regional, and/or national levels. Refereed journals, recognized publishing houses, and meetings with screened programs are obviously preferred. Activity may be literary, pedagogical, and/or in any discipline germane to the study, teaching and application of the applicant's major language(s). A funded external grant may be counted as one scholarly publication. An external grant submission may be counted as one scholarly presentation. A funded internal grant may be counted as one service contribution. The quality and significance of professional contributions outweigh the quantity.

The Long School of Music's Recommendations & Guidelines for Evaluating Music Faculty for Tenure and Promotion

School of Music faculty seeks to qualify rather than quantify criteria.

- The School of Music Criteria would be advisory only.
- The Criteria would serve as guidelines for deliberation by the P&T Committees at all levels.
- Each faculty case will stand on its own merit.
- Decisions will be based on demonstrated evidence provided by the candidate.
- All evaluation is subjective.

BIG QUESTION needing to be answered: Is a faculty member “ready” for promotion and/or tenure based on stated criteria?

Special considerations for promotion and tenure for all SOM faculty members:

- A. Significance of creative/scholarly activity will be evaluated on the basis of location, nature of audience, quality, quantity, and critical review (if any).**
 - B. The candidate must provide evidence to document significance.**
 - C. Significance/visibility/consistency should increase in all areas as the candidate moves through assistant to full professor ranks.**
 - D. A funded external grant may be counted as a significant scholarly achievement. An external grant submission may be counted as one scholarly achievement. A funded internal grant may be counted as one service contribution.**
1. **The effective recruitment and retention of students** are viewed as essential expectations for **all** members of the SOM faculty. While methods, procedures, and circumstances may vary with the area of music specialization, activities considered as recruitment should be visible, and **must be documented**. Documentation of recruitment/retention activity may include:
- Public performances on and off campus
 - Clinics, on and off campus
 - Private teaching
 - Affiliation with professional organizations (local, state, national)
 - Public lectures, paper presentations, publications
 - Advising
 - Quality and quantity of majors within a specific studio/degree track
 - Other (explanation and documentation required)

2. **Teaching:** A record of successful music teaching **must be documented** as follows:

- Results of student evaluation data collected over time by the SOM using a standardized collection format
- Peer evaluation of the teacher as a musician/teacher

Additional documentation **may include:**

- Outside peer evaluation
- Actual performance of music students (awards/achievements, employment, etc.)
- Other (explanation and documentation required)

3. **Creative activity leading to professional attainment:** Faculty members in the SOM may have multiple areas of responsibility/expertise, and therefore, creative activity may take many forms. Examples of creative activity for specific areas may include:

- **Performance studies:** public performance; activities demonstrating teaching skills; participation and leadership in workshops, seminars, conferences, contribution to professional journals
- **Conductor:** guest conducting; performances for professional societies; adjudication other than at the purely local level; university performances
- **Theory-composition:** publication of compositions/editions/arrangements; commissioning and performances of compositions on/off campus; publication of articles, reviews, books
- **Music history/literature:** publication of articles, books, scholarly editions; presentation of papers for scholarly societies; guest lecturer/seminar leader on the college/university level
- **Music education:** publication of books, articles, reviews; paper presentations at scholarly societies; involvement with workshops, conferences, seminars and convention sessions designed to update teaching skills
- **Music industry:** public performance in a live or broadcast setting; publication through commercial record release; publication of songs/compositions for licensing and print; audio engineering/editing for media including records, film, television and webcast; publication of articles/reviews in trade journals; guest lecturer/clinician at industry trade shows and/or college/university campuses; consulting/endorsement services for music and entertainment industries.

4. **Leadership and service:** Visibility is essential for faculty in the SOM at the local/state level (assistant professor), state/regional level (associate professor), and national level (full professor). Documentation of such leadership/service may include:

- Participation in professional organizations (attend meetings, hold office)
- Serving as an adjudicators
- Serving on editorial/advisory boards
- Guest appearances
- Clinics in public schools and on other campuses
- Other (explanation and documentation required)

5. Promotion and/or tenure without the doctorate/exceptional:

- **Performance studies:** advanced study; professional performing experience as soloist, as orchestral performer or as chamber performer; significant prizes/awards
- **Conductor:** advanced study; professional performing experience as a conductor or as member of ensembles under distinguished conductors, prizes/awards
- **Composer:** advance study with recognized composer; distinguished record of commissions and performances; significant prizes/awards
- **Theorist/musicologist:** distinguished record of significant publications, public lectures at major universities; nationally and internationally renowned; significant prizes/awards
- **Music education:** distinguished record of significant publications; public lectures at distinguished universities; nationally and internationally renowned; significant prizes and awards
- **Music industry:** distinguished record of commercial recording/publication; nationally and internationally renowned; significant awards

1. Full professor:

- **Teaching Profile:** effective and inspiring performance in the classroom with a strong connection of teaching to scholarship; curriculum design/program development; directing research projects; participating in workshops/institutes/interdisciplinary programs; developing instruction technology/innovative pedagogies/developing instructional material; results may lead to textbooks, manuals, software and other course materials, articles, curriculum design, reports based on program grants
- **Creative Activity Profile:** substantial national/international reputation in a scholarly field; significant works that may include performances, compositions, books, and/or juried articles; confirmation will be based on testimony of qualified, impartial reviewers

Appendix A: Required Contents for Tenure/Promotion File

1) Review Information

- A. Form A: Intent to Apply
- B. Form B: Review Information Form
- C. Faculty Handbook Designation Form (if applicable)

2) Faculty Essay

3) Professional Development Plans

4) Faculty Evaluations

5) Course Evaluations

6) Supporting Documentation of Activities and Achievements

- A. Curriculum Vita (CV)
- B. Supporting documents of activities and achievements

7) Forms

- 1) Form C: Candidate Evaluation
- 2) Form D: Tracking Form – Promotion Cycle (if applicable)
- 3) Form E: Tracking Form – Tenure Cycle (if applicable)
- 4) Form F: Chair’s Recommendation Form
- 5) Associate Dean’s Recommendation Form (if applicable)
- 6) Form H: College Review Committee Recommendation Form
- 7) Form I: Dean’s Recommendation Form

Appendix B: General Guidelines for the Faculty Essay

The Faculty Essay should follow the formatting guidelines adopted by your department (Ex: ENG candidates should follow MLA style formatting; JRN candidates should follow APA style formatting, etc.) The essay may not be more than ten pages long (typed, double-spaced) and should include parenthetical notation when discussing specific aspects of teaching, research, creative work, or service. *Ex: I received the Outstanding Faculty Award in 2011 (pg.29).*

The Faculty Essay provides T&P applicants a chance to discuss their strong points, their teaching style and impact on students, their research and creative work interests, their service to Troy University and the community, and any other topic that may be of interest to the CRC or the URC. The Faculty Essay represents the only direct address by the applicant to everyone involved in the tenure and promotion process, so great care should be taken to draft a clearly-written essay that explains the candidate's commitment to teaching, research, creative work, and service to Troy University. The Faculty Essay also provides candidates an opportunity to discuss any disparaging comments on evaluations, explain any gaps in research or creative work, or provide an explanation for any life events that may have caused a less-than-favorable perception of the application as a whole. In short, the Faculty Essay is the vehicle by which candidates for tenure and/or promotion may state their case directly to everyone involved in the T&P process. Use this opportunity wisely.

The following template provides a suggestion of general topics that candidates might include in their essay. By no means does this template intend to prescribe the only correct form that every essay should take; rather, this template offers a suggested format for those who seek guidance when drafting the Faculty Essay.

Appendix C: A Sample Template for the Faculty Essay

I. Background

- A. Discuss employment/educational background concluding with current rank and employment situation at Troy (teaching, administration, etc.)
- B. Briefly mention of highlights while at Troy before applying for T&P

II. Teaching Effectiveness

- A. Discuss teaching practices, methods, use/development of materials, student successes, evaluations, use of technology, etc.
- B. Address student/classroom failures and/or negative comments on evaluations, the steps taken to correct any mistakes or problems, etc.
- C. Outlook on future teaching effectiveness

III. Research and Creative Work

- A. Discuss research/creative work interests in general
- B. Discuss more prominent research/creative work and impact on field
- C. Note any special circumstances/problems regarding research/creative work

IV. Service

- A. Discuss service to university; if none, explain why
- B. Discuss service to college/department
- C. Discuss service to students/community

V. Conclusion

- A. Note any special circumstances or problems with application (missing evaluations, lack of university service, gap in publishing, etc.)
- B. Discuss plans for future growth as a teacher, researcher, etc.
- C. Explain vision for Troy career (plans to grow at Troy as a professional or academic, administrator, etc.)

Appendix D: General Suggestions for Organizing the CV

The *Curriculum Vitae* (CV) provides an overview of the academic employment history and educational background of those employed in higher education. The CCFA requires that the CV be formatted and compiled through Digital Measures. Since the CRC and URC strongly consider T&P applications based on their “three-legged stool” of teaching, research/creative work, and service (assumingly all other qualifications as outlined in the *Faculty Handbook* are satisfied), candidates for T&P at Troy University are encouraged to consider the following suggestions:

A) Make sure that evaluators can easily find your most recent documentation of teaching, research/creative work, and service. Do not, for example, list an item that you completed seven years ago first, then on another page list a work that was completed only six months ago. List your accomplishments beginning with the most-recent first, then the next most-recent, and so on. If you’re applying for tenure/promotion in 2015, for example, reviewers should be able to see what you did in 2014, then 2013, and so on.

B) Carefully group all like items together; do not list research under “Service,” then research again under “Creative Works,” then research again under “Research and Creative Work.” You want reviewers to be able to find all of your pertinent information grouped together; you do not want T&P reviewers to search everywhere in the CV to determine your research history or your teaching accolades. You should have to list your accomplishments only once on your CV.

C) Be consistent in your CV outline; use the same size font throughout the CV and make it as reader-friendly as possible. Committee members get upset when they cannot find items on a CV or they see one item listed multiple times in multiple places. You want your CV to say, “Here is what I did, and here is when I did it” so that reviewers may easily judge your qualifications.

D) If any special circumstances apply, a short explanatory note on the CV may help alleviate confusion among committee members who are unfamiliar with your discipline. If, for example, a question might arise regarding the status of one of your conference papers, you may wish to add a parenthetical notation to clarify the significance of your contribution. Ex: *Presented paper at ABC Conference (International)*.

E) If you have any questions about the content of your CV and/or its format, please consult your department chair, division leader, or dean for further guidance.

Appendix E: Digital Measures and the CV

The College of Communication & Fine Arts requires that faculty members use Digital Measures to format their CV. The following link contains information for creating an account with Digital Measures as well as guidelines for creating an account, formatting the CV, and compiling relevant data for the CV:

<http://trojan.troy.edu/employees/digitalmeasures/>

If faculty members have any questions about the CV after reviewing the information regarding Digital Measures as published on TROY'S website, they should consult with their department chair or director.

Appendix F: Tenure and Promotion Flow Chart

COLLEGE OF COMMUNICATION & FINE ARTS
Promotion & Tenure Flow Chart



